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ABSTRACT

This issue focuses on helping disabled individuals to find and keep jobs. An overview discusses the corporate response to employment of the disabled, partnerships between industry and rehabilitation, serving disabled persons under the Job Training Partnership Act, and educating students with disabilities. Eleven "Bulletins" offer descriptions of programs to provide job development, counseling, job placement, job training, and retraining for disabled individuals. Each bulletin contains these types of information: operators, summary, results, time span, funding, outline of activities, followup, progress, problems, hints for success, products/publications, and contact. Almost 30 references in the annotated bibliography provide additional sources of information on creating private sector placement opportunities for the disabled. Materials describe marketing strategies, working programs, funding sources, technological aids, and linkage strategies. A review of two books also focuses on marketing. The final section with background materials offers detailed information on the provisions for serving handicapped individuals under the Vocational Education Act and a "WorkAmerica" reprint. (YLB)

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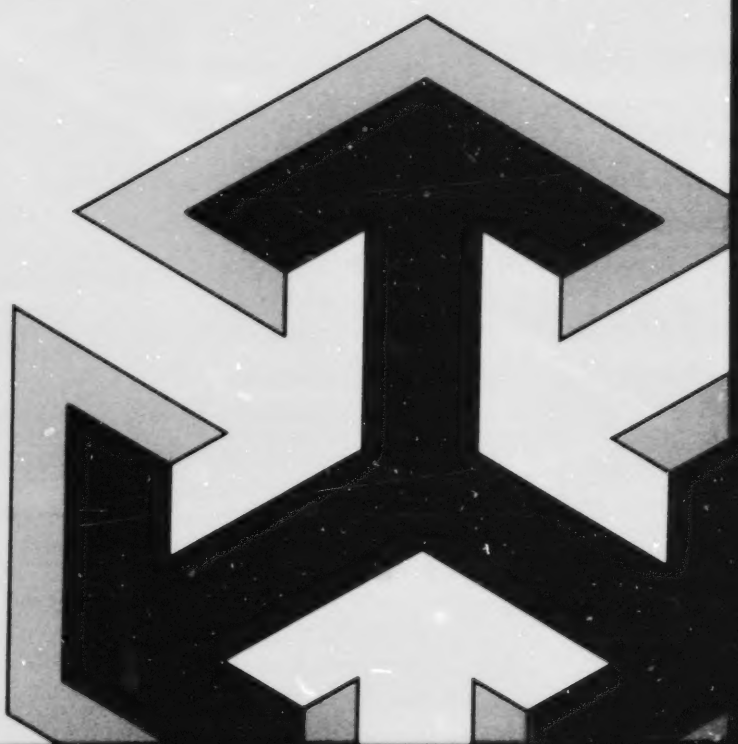

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Editor

Arlene Markowicz

Contributors

Frances R. Rothstein
Virginia E. Wertman
MaryAnn Donovan

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Overview

According to the 1980 census, approximately 12 percent of the more than 144 million Americans between the ages of 16 to 64 report a disability which limits the amount or kind of work they can do. Of those disabled persons who are actively seeking work, 13.1 percent of the men and 15.5 percent of the women cannot find it. They are officially unemployed. Comparable figures for nondisabled persons are: 8 percent for men and and 7.5 percent for women. In spite of these statistics, individuals with mental and physical disabilities are increasingly entering the nation's workforce. Their growing involvement in the workforce is the result of their own determination, employer initiatives, and legislation to promote employment of the handicapped.

Spiraling U.S. health costs and a decrease in supportive services have also made Americans more anxious than ever for disabled people to find and keep jobs. At the same time employers are becoming aware of the advantages of hiring disabled persons: They represent a reliable workforce, pre-screened and job-ready with a built-in support system, and they can qualify employees to receive the Targeted Jobs Tax Credit and on-the-job training reimbursements.

However, employers now firmly committed to hiring disabled workers initially had their doubts. Could existing jobs be done by the disabled? Would accommodations be practical and reasonable in cost? Could disabled people be smoothly assimilated into the workplace? Would workers' compensation and other insurance costs become prohibitive?

The Corporate Response

Sections 503 and 504 of the Rehabilitation Act of 1973 have generated greater employer awareness about disability. Designed to improve employment opportunities for disabled people, Sections 503 and 504 require employers with more

than $2,500 in federal contracts or subcontracts to take "affirmative action" in the hiring and promotion of qualified disabled persons. The law further requires employers receiving grants and other federal financial assistance to be "non-discriminatory" in considering disabled people for employment.

But the handicapping condition alone is not reason enough for a person to be covered under Sections 503 and 504. An individual also must be capable of performing a particular job -- with "reasonable accommodation" to the handicapping condition.

Reasonable accommodation means making necessary adaptations to enable a qualified handicapped person to work. It may include: ensuring that facilities used by employees are accessible to handicapped people (such as installing ramps) and making modifications in jobs, work schedules, equipment or work area (such as changing a person's work schedule so they can avoid rush-hour traffic).

According to a 1982 U.S. Department of Labor study, the necessary accommodations generally are not expensive. In fact, in this study which surveyed 2,000 federal contractors to determine the nature, extent and cost of accommodations for handicapped employees, over half of the 915 firms responding reported no costs were incurred for accommodations. An additional 30 percent (278) of those firms reported costs less than $500, and only 8 percent (73) of the respondents reported costs more than $2,000.

Many employers find additional benefits from job accommodation. For example, redesigned job tasks frequently are safer and more efficient for both disabled and nondisabled workers; modifications to buildings, such as easily operated doors, benefit nondisabled as well as disabled employees; and the experienced employee who becomes disabled on the job can continue working.

As an added incentive to employers to make accommodations, Section 190 of the Internal Revenue Service code provides a maximum $35,000 tax deduction for costs incurred in making private businesses and facilities accessible.[1]

In addition to accommodations, employers are also concerned that insurance rates will skyrocket, safety reports will be jeopardized, and attendance and job performance will suffer. However, the following studies cited by the President's Committee on the Employment of the Handicapped show these concerns to be unfounded:

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[1]For further information contact the Architectural and Transporation Barrier Compliance Board, 330 C Street, S.W., Room 1010, Washington, DC 20202, (202) 245-1591.

Source	Job Performance	Attendance	Safety	Insurance Costs
Bendix Corporation report on 6,500 disabled workers	Good	Good	Good to Excellent	No special insurance problems
E.I. duPont de Nemours and Co. study of 2,745 disabled workers	Average or better	Average or better	Better	no increase in compensation costs
Chamber of Commerce of the U.S. and National Association of Manufacturers study of 279 firms	Good	Better than non-disabled	Better	90 percent of employers reported no effect on costs
National Industrial Conference Board survey of 242 firms	Good	Good	Good	no increase in compensation costs

As a result of employer satisfaction with disabled employees, many companies and trade associations have established special programs to recruit, hire, and integrate disabled people into the workforce. To implement a program, employers need to:

Advertise by letting disabled people know that they are looking for qualified employees. Mention their willingness to hire disabled people in classified advertising, and in public relations programs. This communicates the message that the company is interested in disabled people as employees.

Approach agencies that deal with disabled people and let them know of their interest in hiring disabled employees. List job openings with the public employment service and let the local vocational rehabilitation office know of their interest.

Also notify disabled consumer groups, school systems, veterans' organizations, and public and private agencies that deal with disabilities.

Be aware of ways to help disabled employees. Ask disabled employees what accommodation, if any, would help them to be more efficient. Avoid problems by knowing the disabled person's rights and the employer's responsibility to provide a reasonable accommodation under the 1973 Rehabilitation Act.

Match the physical and mental demands of the job to the worker, not to a medical diagnosis.

Find out about employer tax incentives and on-the-job training programs from the Veterans Administration and from the local vocational rehabilitation agency.

Partnerships Between Industry and Rehabilitation

To facilitate the transition of disabled people from a rehabilitation setting to competitive employment, the Rehabilitation Services Administration (RSA) of the U.S. Department of Education, in 1970, made available special funding for vocational programs which included employers. These programs, called Projects With Industry (PWI), provide a pragmatic approach to vocational rehabilitation by offering the business and rehabilitation communities an opportunity to work collaboratively on the selection, evaluation, training, and employment of disabled persons. Through an advisory committee, employers take an active role at the outset of the rehabilitation process to insure that clients who complete rehabilitation programs are ready to fill manpower needs.

Each PWI consists of a linkage to the private sector, a training site, and a source of clients. The employer advisory committee is the link to business/industry; the training site is generally a rehabilitation facility; and the state vocational rehabilitation agency certifies client status and their eligibility for services. Using this framework, PWI projects have evolved into the following models:

- The Job Placement Model: uses job matching to generate employment opportunities for work-ready disabled people.
- The Work Adjustment Model: provides temporary, realistic work experience and job-seeking skills to disabled persons.
- The Skill Training Model: offers severely disabled people the opportunity to acquire new technical skills required for jobs in the labor market.

In fiscal year 1985, funding for Projects With Industry is $14.4 million from the U.S. Department of Education. Currently, there are over 98 projects nationwide. In FY

1984, approximately 14,000 disabled people, most of whom were severely disabled, received employment services under this program. Ten thousand five hundred of these individuals moved into competitive employment.

Serving Disabled People Under the Job Training Partnership Act

The Job Training Partnership Act performance standards emphasize high placement rates, low costs per placement, and high average wages at placement. This emphasis left many local programs operators initially reluctant to serve in large proportions hard-to-serve individuals (such as disabled people) who require longer, more expensive training and who are more difficult to place in competitive employment. However, a National Alliance of Business analysis of the Job Training Partnership Act (JTPA) program data for 1984 shows the majority of local programs met most of their performance standards. That very positive record offers local programs some important planning guidance: the system can target hard-to-serve groups, including disabled people, and serve them well without jeopardizing its overall performance record.

Several JTPA provisions encourage service to handicapped people. Handicapped adults living with their family have only their own income considered and not that of other family members to qualify for JTPA assistance. Furthermore, up to 10 percent of JTPA's Title IIA funds (the core youth and adult training funds) can be used to serve populations with special barriers to employment (such as disabled people). This provision, known as the "10 percent window," gives local programs the flexibility to determine and serve local populations which may not meet the Act's overall income guidelines for eligibility, but which nonetheless need assistance in entering the private sector labor market.

A major resource for serving disabled people under JTPA is the Private Industry Council (PIC). In each locality, the PIC (along with the chief local elected official), has responsibility for allocating job training funds. By serving on or working with the PIC, local program operators can have disabled individuals' training needs recognized -- as a local need.

Educating Students with Disabilities -- The Carl D. Perkins Vocational Education Act of 1984

Vocational education is the largest public employment-related education program in the United States. Of the 16.5 million students enrolled in public vocational programs, approximately 10 million are enrolled in secondary programs and six and a half million are enrolled in postsecondary and adult programs.

The Carl D. Perkins Vocational Education Act, signed into law on October 19, 1984, places increased emphasis on using federal funds to serve more at-risk students, including handicapped and disabled students. The legislative focus is to provide greater access to quality vocational programs for these students.

The provisions in the Act pertaining to the handicapped are designed to encourage mainstreaming students into regular vocational education programs rather than directing them into separate programs. These provisions foster this new direction while at the same time correcting situations where equal educational opportunities were not available.

Vocational educators will need to take on new responsibilities that may seem, at first, costly and burdensome. However, these requirements are also an excellent opportunity to explore what options should be made available to best serve disabled students. These options include finding new ways to teach special needs students, using community-based organizations to provide services, and coordinating vocational programs with those offered under the Adult Education Act and the Job Training Partnership Act (See the Background Materials section in this Quarterly for more detailed information on the provisions for handicapped students in the Carl D. Perkins Vocational Education Act.)

Other Resources

Many state and local organizations collect information and offer technical assistance to help move disabled people into the workforce.

- The National Alliance of Business Clearinghouse Database is the best starting point for locating whatever specific resources are needed -- the Database contains descriptions of job training and education programs for handicapped people. These materials include replicable program models, brief descriptions of new or innovative program initiatives, summaries of WorkAmerica articles, and abstracts of the best known and most respected works from all sources in employment-related fields.

  Database searches and copies of the resulting abstracts are provided free to private industry councils and other JTPA administrative entities and grant recipients, and to state councils and state managing agencies. There is a modest fee for other agencies and organizations. To arrange a Database search or to obtain further information, contact the Clearinghouse, National Alliance of Business, 1015 15th Street, N.W., Washington, DC 20005, Telephone 202-289-2910.

- Organized for employers by employers, the Job Accommodations Network, (JAN) is a free information database of workable approaches to accommodating newly hired disabled employees or experienced workers injured on the job and returning to work. For example, by calling JAN, an employer wanting to bring an employee with a hip injury back to work can learn what other employers have done to adjust a similar job to the same kind of limitations.

Employers needing this kind of information can call a toll-free number, 1-800-526-7234. The call will be answered by a trained consultant who will ask questions to help find a suitable solution to the problem. The employer will then receive a printed abstract of suggested accommodations plus names and phone numbers of employers who have used them.

The JAN network collects information on proven accommodations and then passes these solutions on to others who need them. Employers who have made accommodations are encouraged to contribute this information to the JAN database.

- In April 1985, the U.S. Department of Health and Human Services (HHS) will distribute a "National Directory of Training and Employment Programs for Disabled Americans." The directory is a joint effort of HHS and the Department of Education. This directory is a comprehensive resource guide to employers seeking to hire trained persons who are developmentally disabled. For further information, call the Employment Initiative, Administration on Developmental Disabilities, at 202-245-2888.

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National Alliance of Business

Bulletin

#N-602 February 1985

NATIONAL RESTAURANT ASSOCIATION/PROJECTS WITH INDUSTRY, Washington, DC

OPERATOR National Restaurant Association

SUMMARY The National Restaurant Association (NRA) is the food service industry's trade association. The NRA provides a wide range of education, research, communications, and government relations programs to 10,000 dues-paying members who represent more than 100,000 food service outlets. Since 1978 the NRA has received Projects with Industry (PWI) funding from the Rehabilitation Services Administration of the U.S. Department of Education to encourage the food service industry to employ qualified handicapped persons.

The PWI project provides technical assistance to NRA members in the form of Targeted Jobs Tax Credit information, videotapes, training materials, surveys, and references to innovative models for hiring and training disabled persons. As a result, thousands of qualified persons with varying physical and mental disabilities have become independent through competitive employment in food services, and in return the industry has gained access to a pre-screened and job-ready workforce.

RESULTS Specific hiring figures are not available; however, a survey of 275 vocational agencies out of 600 responding to a NRA survey identified more than 4,800 mentally and physically disabled persons who were placed in competitive employment in food services between July 1, 1982 and June 30, 1983.

FUNDING $50,000 per year PWI funding from the U.S. Rehabilitation Services Administration plus NRA in-kind services.

TIME SPAN May 1978-present

OUTLINE

Background In 1974 the Florida Restaurant Association initiated a pilot project aimed at alleviating high employee turnover in the food service industry. The project encouraged restaurant operators to hire job-ready disabled persons under the assumption that they would be a more permanent workforce than the general pool of applicants. When the pilot project succeeded, NRA headquarters applied for a PWI grant to fund a similar project on the national level. The national PWI project encourages NRA members to employ qualified handicapped persons and makes the membership aware of the benefits of working with national, state, and local rehabilitation agencies.

Staff

The national PWI project staff includes one full-time director of handicapped employment programs and a part-time secretary.

Promoting the Program

Through workshops and public presentations sponsored by the NRA, PWI staff informs rehabilitation professionals of employment opportunities in the food service industry and encourages them to refer job-ready disabled persons to local food service operators for training and job placement.

National rehabilitation organizations such as the National Association of Rehabilitation Facilities, Mainstream, and the Association of Retarded Citizens also help publicize the program to their handicapped constituencies.

The NRA encourages its membership to hire disabled persons because of their excellent attendance records, stable work histories, level of motivation, reliability, and loyalty. Promotion is based on solid facts which dispell myths about handicapped employees. For example: according to a U.S. Labor Department survey, disabled persons' safety records are better than average, and, according to the Chamber of Commerce of the U.S., hiring disabled persons has no effect on insurance costs.

Project Overview

For the program to be effective, rehabilitation professionals must understand how the food service business operates and food service proprietors must understand the many aspects of rehabilitation services. Generally, each organization knows very little about the other.

In each region of the country, the NRA helps form active advisory councils consisting of food service managers and owners. The councils work with rehabilitation professionals to design training curricula, and to assess trainees' job readiness as well as their skills acquisition. On-the-job training sites frequently develop from these relationships between industry and rehabilitation. Upon successful completion of training the individual is hired into competitive employment. As an extra incentive, the councils publicize and promote the Targeted Jobs Tax Credit among restaurant operators. This tax credit allows business people to obtain a 50 percent tax credit on up to $6,000 of wages paid to eligible employees in their first year, and a 25 percent credit on up to $3,000 paid the second year. Only disabled people referred by state vocational rehabilitation agencies qualify employers to claim the credit.

Placement

Placements have been made throughout the food services industry -- from small local coffee shops, cafeterias, lunch rooms, full service restaurants, and fast food operations to hotels, motels, clubs, hospitals, colleges, schools, and nursing and retirement homes. The NRA program stresses that careers in the food service industry often begin with the lowest entry-level job.

INNOVATIVE MODELS

The NRA promotes the hiring of disabled persons by disseminating information on successful programs such as those sponsored by two of its members: the McDonalds Corporation and Pinocchio's Bakery and Restaurant.

McJOBS

In 1982, the McDonalds Corporation agreed to hire and train disabled persons to work in their fast food establishments. That first year McDonalds hired 300 persons; 500 were hired in 1983, and 900 in 1984. The 1985 goal is 3,000. Besides employing handicapped people, other benefits have resulted from this

project, including better staffed stores, lower attrition rates, and increased goodwill in the community.

The hands-on training at a McDonalds facility lasts 2-3 months. Trainees prepare for jobs in either food service or maintenance, and receive one-on-one training from a job coach hired by the firm for the sole purpose of working with McJobs participants. Upon completing training, graduates begin regular jobs at McDonalds; the retention rate averages approximately 71 percent.

The program operates only in company-owned stores, which currently number nearly 2,000. At each site, the specific training is defined by the disability and the local social service agencies that co-sponsor the effort. These organizations recruit participants and provide them with supportive services as well.

As an extra incentive for hiring disabled persons, McDonalds makes extensive use of the Targeted Jobs Tax Credit.

Pinocchio's Bakery and Restaurant

Pinocchio's is a small chain in Owensboro, Kentucky, consisting of Pinocchio's Bakery and Restaurant, Pinocchio's Deli, and a newly established student canteen called "Off Seventh." All three establishments are staffed primarily by mentally retarded persons and operate on the premise that a business can train mentally retarded people and prosper at the same time.

The Owensboro Council for Retarded Citizens began operating Pinocchio's Deli in 1979, after purchasing a former sandwich shop from a private businessman. The Council's program trains mentally retarded workers for a full range of jobs, from dishwasher to sandwich line server to cashier. In 1983, the Council applied for, and received, Job Training Partnership Act (JTPA) funding to continue the project.

At Pinocchio's, retarded people learn marketable skills and get an opportunity to use those skills. Success is rewarded immediately. If an employee does well as a dishwasher, he or she will move on to another job, such as preparing salads, cooking foods, and assisting the baker. Six months is the maximum training period allowed. During that period, Pinocchio's trainees have learned a variety of marketable skills, have worked under supervision and stress, and have learned how to deal with customers.

Towards the end of the six-month period, job developers work with trainees to help them find permanent employment in other food service establishments. Trainees have landed jobs in large chains such as McDonalds and Ponderosa Steak Houses as well as in Jerry's Restaurants and Morrison's Cafeterias located in Owensboro. Employers, when they have job openings, now come to Pinocchio's management for job applicants. They know they will get reliable, well-trained employees.

HINTS FOR SUCCESS

- Commitment, knowledge of the business, and public support are needed to start similar programs.

- Success results from a close working relationship between the rehabilitation community and food service operators. Each must have a clear understanding of the goals and needs of the other.

- Publicize your project. Publicity brings interest, money, and expertise to the project.

PUBLICATIONS

Descriptive brochures available upon request from the program operator. Also, in collaboration with the NRA, the National Institute of Mental Health has produced three videotapes concerning the employment of mentally restored people. To receive these videotapes, mail a 3/4" blank videotape to Don Coleman, Public Information Specialist, NIMH, Room 14C05, 5600 Fishers Lane, Rockville, MD 20857.

CONTACT

A. Philip Nelan
Director of Handicapped
Employment Programs
National Restaurant Association
311 First Street, N.W.
Washington, DC 20001
(202) 638-6100

National Alliance of Business

Bulletin

#N-603 February 1985

LOVEN OVEN BAKERY TRAINING PROGRAM, Romeoville, Illinois

OPERATOR Little Engine Enterprises, Inc.

SUMMARY The Loven Oven Bakery Training Program provides up to one year of classroom and hands-on training to participants with severe physical, learning, emotional, and behavioral disabilities. In groups of eight, participants learn all aspects of bakery operation as they alternate between two weeks of classroom work and two weeks of individually supervised hands-on training in the fully equipped bakery. The program teaches transferrable skills useful in a variety of food service and other businesses related to food preparation, maintenance, and sales. Program graduates earn $3.50 to $4 per hour in such jobs as school maintenance worker, retail sales cashier, restaurant clean-up worker, donut maker, and fry cook.

Though the program is expensive, bakery sales receipts and private donations from individuals who leave contributions in a box on the bakery sales counter make it largely self-supporting. Only $122,000 of its $292,000 operating budget for 1984-85 comes from JTPA and federal revenue-sharing funds. In the opinion of the director of the Will County Private Industry Council (PIC), the program justifies its cost by serving hard-to-place people, many with severe handicaps, whose disabilities demand individualized training that often lasts an entire year and who would otherwise cost the community much more to care for if they were not working.

RESULTS July 1, 1984-December 31, 1984: 16 enrolled, 10 completed training, 8 placed, for a 80 percent placement rate.

October 1, 1983-June 30, 1984: 16 enrolled, 11 completed training, 6 placed, for a 54 percent placement rate.

FUNDING July 1, 1984-June 30, 1985

$105,000	Job Training Partnership Act, Title IIA
17,000	Revenue-sharing funds from Will County, DuPage and Lockport Townships, and the City of Romeoville
169,000	Estimated bakery-sales receipts
1,000	Donations from customers who leave change in a box on the bakery counter
$292,000	TOTAL

In addition, the program this year received a one-time grant of $14,706 from the Governor's Planning Council for Developmental Disabilities, used to buy classroom equipment. The city of Romeoville donates classroom space in the city library, and the Romeoville public school system donates office space for the director (located about two miles from the bakery).

TIME SPAN March 1979-present

OUTLINE

Background In 1978, the Special Recreation Association (SRA), an organization for the handicapped run by the Parks and Recreation Department of the City of Romeoville, began a program to serve business lunches prepared and served by handicapped trainees. The program operated first from the city's recreation center, then from a local church. In 1979, SRA added a bakery, which became so successful that it separated from SRA and began operating in a local shopping plaza as the Loven Oven Bakery. Little Engine Enterprises, Inc., (a nonprofit corporation named after the children's story about the little engine that could) was formed to run the bakery and train handicapped workers in all aspects of its operation. In 1983, the State of Illinois granted private school status to the Loven Oven training program.

Training Overview The open entry, open exit program trains physically and mentally handicapped participants for up to one year, combining classroom and individualized hands-on training for four hours per day, five days per week. Trainees alternate two weeks in the classroom and two weeks in the bakery throughout the program. Though many remain in the program for a year, some higher-functioning individuals who want to learn only one particular skill, such as clean-up, dishwashing, or cooking, can complete their training program in two or three months. Participants receive a training allowance of $46.63 per week to cover lunch, transportation, and costs of miscellaneous equipment, such as hairnets and aprons.

Recruitment and Assessment The local high school and agencies working with the handicapped refer most participants, though a few are walk-ins. The program operator refers all applicants to the Will County PIC, where the staff determines income eligibility and tests for basic math and reading skills, interests, ability to follow oral directions (for those with low reading abilities), dexterity, and aptitude. This assessment is used to gather information that the evaluator passes on to teachers and counselors -- but is not used to eliminate applicants.

Trainee Profile Though the program accepts anyone aged 18 to 65, most fall in the 18 to 25 age range. The participants are predominantly white; 50 percent are men. Among their disabilities are visual impairment; deafness; cerebral palsy; and severe learning, emotional, and behavioral disorders.

Program Staff The program staff of eight includes a head baker; two assistant bakers, one of whom is also a delivery person; a store manager/placement director; sales trainer/counter person; a classroom teacher; a bookkeeper; and the program director.

Facilities

The bakery has a salesroom in front, containing refrigerated showcases. In back is the baking facility, equipped with industrial-sized mixers, for mixing dough; retarders, which keep the dough from rising before it is needed; a proofer, a special oven for making dough rise; a sheeter, which rolls the dough; convection ovens, for baking pastry; hearth ovens, for baking bread; slicers; coffee makers; and fryers.

The classroom, located in the city library, contains a cash register, blackboard, video equipment, and a teletrainer (two phones connected to each other that are used for practice in setting up interviews). An adjacent room contains a stove, a refrigerator, and a sink for use in hands-on exercises.

Orientation

Participants watch a one-hour tape, which explains the curriculum, the length of the program, and the rules governing cleanliness, attendance, and punctuality. The tape also introduces the equipment and the different jobs in a bakery.

Classroom Training

In groups of eight, participants start with two weeks of classroom training. Here they learn to operate a cash register, practice making change, and role play waiting on customers. They also learn to follow a simple recipe and do the calculations necessary to break the recipe in halves or thirds. They also begin to do simple tasks like buttering bread for grilled cheese sandwiches, turning the cooker on low, and making submarine sandwiches --activities that teach them to follow directions. The staff emphasizes teaching transferrable skills, useful in a variety of jobs. For example, instead of telling trainees that the on-button for the cash register is on the lower-left side, they tell them that they must find the on-button. In this way, trainees learn to look for themselves and can transfer the skill to another type of cash register.

Classroom training sessions also teach job search skills, such as reading want ads, preparing resumes, and interviewing.

Hands-on Training

Participants spend the next two weeks at the Loven Oven Bakery, where the staff supervises each one individually as he or she learns maintenance and clean-up, preparation of dough for baking, cake decorating, cash-register operation, how to fill the showcases, and any other tasks required in running a bakery.

The particular job a trainee learns during two weeks at the bakery determines the time of his or her four-hour shift. Those learning to prepare the dough, for example, come in at 2 a.m.; as soon as they finish their work, the clean-up and maintenance people arrive to work; and once the bakery opens, those learning sales take charge.

During the time spent at the bakery, the staff take notes on the trainees' performance so that, when they return to the classroom, the teacher can work with them to eliminate any weaknesses. By alternating between classroom and hands-on work, trainees gradually gain proficiency in all aspects of bakery operation and develop a repertoire of skills for use in a variety of food service jobs.

Placement

The program director calls on area businesses to develop jobs for the trained participants. He also finds that word-of-mouth advertising from satisfied employers brings in other openings. He explains to prospective employers the program, discusses the Targeted Jobs Tax Credit, and cites the benefits of hiring the handicapped (U.S. Department of Labor information, for example, indicates that handicapped workers have fewer absences, less sickness, and fewer accidents than others). The program director also sets up interviews for participants; other staff members sometimes accompany the trainees to lend emotional support.

Program graduates earn $3.50 to $4.00 per hour in a variety of jobs, such as school maintenance worker, retail store cashier, clean-up worker in a restaurant, donut maker, fry cook, drive-in teller at a fast-food restaurant, baker, and kennel cleaner at the city animal shelter. Typical employers include Venture, a department store; Naugle's, a Mexican restaurant; Amity Cleaning; The Discount Depot, a discount drug store; Romeoville Animal Shelter; Donut Express; and Baker's Square.

Follow-up

During the first week after placement, the staff calls employers and employees to see whether any problems have arisen and tries to resolve them. If a trainee is slow, for instance, a staff member works individually with the employee on-site until he or she adjusts to the work and, if necessary, will place the person in a job with less pressure. The 90-day retention rate for graduates is 75 percent.

PROGRESS

Now that the Loven Oven has private school status, the program operator plans to recruit candidates when they reach their junior year in high school and keep them in the program part-time for two years. In this way, the severely disabled will get the extra time and training they need. In addition, the one-time grant from the Governor's Planning Council for Developmental Disabilities will fund the revision of the classroom curriculum and the purchase of needed equipment, such as an overhead projector, a slide projector, and a tape recorder. Finally, the bakery is increasing its sales contracts in an effort to become more self-sufficient. It recently acquired a large contract to supply the cafeteria at the Argonne National Laboratory, as well as a number of small contracts with organizations such as gas stations that serve coffee and donuts to customers.

PROBLEMS

The only real problem has been the worry about decreasing federal funds for this relatively expensive program. The program operator is now seeking private funding and increased sales contracts that will make the bakery more self-supporting.

HINTS FOR SUCCESS

- Develop as many contracts for your products as possible. This allows you to be self-sufficient and less dependent on uncertain federal funds.

- During training, be patient and, when necessary, repeat procedures you've already taught. Learning disabled people will progress normally for much of the time and then suddenly forget what they have been taught.

- Keep good lines of communication among the director, the staff, and the trainees. This helps you solve problems before they escalate.
- Keep trying to place participants. You have an obligation to repay trainees' hard work, even if the placement does not count in your JTPA statistics.
- Be persistent in developing jobs. Explain to employers the benefits of hiring the handicapped.

PUBLICATIONS

A descriptive brochure is available upon request from the program operator.

CONTACT

John Tolar
Director
Little Engine Enterprises, Inc.
332 Indpendence Boulevard
Romeoville, IL 60441
(815) 886-1440

National Alliance of Business

Bulletin

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February 1985

EQUAL OPPORTUNITY EMPLOYMENT PROGRAM: MARTIN MARIETTA ENERGY SYSTEMS, INC., Oak Ridge, Tennessee and Paducah, Kentucky

OPERATOR Martin Marietta Energy Systems, Inc.

SUMMARY Martin Marietta Energy Systems, Inc. has received numerous state and national awards in recognition of its extensive affirmative action program for disabled persons. (Among these awards was Employer of the Year (1983) from the National Council on Communicative Disorders.) This successful affirmative action program is based on outreach and recruitment of qualified disabled persons, making accommodations when needed, and incorporating handicapped persons into the workplace.

Although the company does not attempt to document every disabled employee, well over 750 of Martin Marietta's workers are hearing-impaired, visually-impaired, or blind; have learning disabilities or medical restrictions; use wheelchairs; or have less severe disabilities.

RESULTS In 1982, the company completed a two-year retroactive survey of retention, attendance, and safety records of disabled employees as compared to non-disabled employees. The disabled employees had equal attendance and safety records; however, their retention rates were higher.

FUNDING The handicapped employment program is administered through the company's equal employment opportunity (EEO) office of the personnel department.

TIME SPAN 1978 to present

OUTLINE

Background Martin Marietta Energy Systems is the present contractor operating three U.S. Department of Energy installations in Oakridge, Tennessee and one in Paducah, Kentucky. Prior to April 1, 1984, they were operated by Union Carbide Corporation, as its Nuclear Division.

The Union Carbide Nuclear Division had hired a number of disabled workers over the years; however, it was not until 1978 that an action plan to increase the number of disabled workers was drafted by the EEO coordinator. Before implementing this plan the Nuclear Division President distributed it to about 30 top managers, together with a request for their comments and suggestions.

The action plan consisted of strengthening management's commitment to hiring disabled persons, modifying selected facilities to make them accessible to disabled persons, and actively recruiting disabled persons from rehabilitation agencies. Because management was involved from the beginning in designing and implementing the plan, management's "ownership" of the policy was established: hiring disabled persons became a management rather than an EEO concern.

Each successful disabled employee reinforced the plan and led to other handicapped persons being hired. For example, in the case of a deaf person hired for a machinist's position, the supervisor was initially reluctant to hire this employee for fear that he would not be able to tell whether the machine was operating properly, thus creating a potential safety hazard. The employee allayed the supervisor's concern by demonstrating that he would be able to compensate for his lack of hearing by feeling the machine's vibrations to know when it was on or off. This employee proved to be such a productive worker that his supervisor recruited a second deaf machinist. And some time later, the supervisor was honored by company officials with an award for his efforts on furthering the employment of handicapped people. Today, the company employs 19 deaf persons.

Implementation

Because the action plan required step-by-step coordination with management, management participated in the plan and contributed to its success. For example, after top management's suggestions had been incorporated into the final version of the plan, the plan was implemented. Shortly thereafter, a selective placement committee of key individuals was formed. Included on this committee were the medical director, the safety director, the EEO coordinator, and various department representatives. Through the process of working together, the committee members became increasingly proficient at placing disabled persons in jobs.

To further strengthen the plan, a one-year position of coordinator for the handicapped was established in 1981. It became the coordinator's responsibility to: 1) establish a uniform record-keeping system in the central employment office and all four installations 2) develop a system for special handling and tracking of handicapped applicants; 3) provide training to personnel department staff members and affirmative action representatives on placing handicapped persons and incorporating them into the workforce; 4) develop a summer program for hiring disabled college students; 5) increase disability awareness through participation in National Handicapped Awareness Week.

Recruitment and Outreach

In order for the affirmative action plan to be effective, the coordinator had to develop and nurture relationships with referral sources such as the local vocational rehabilitation agency (VR). As a result, referral sources learned of the company's hiring criteria and began limiting referrals to persons who had the appropriate skills and training. To facilitate the process, a single VR agency representative was designated to serve as a liaison between VR and the company.

To further ensure appropriate referrals, the company sponsors occasional one-day meetings with VR counselors to discuss current job openings and the skills required to fill positions.

Resulting from this coordination, EEO staff and the VR agency liaison meet regularly; this has increased the quality of referrals, and the number of handicapped people placed. In 1983, the organization hosted an outreach meeting and luncheon for area rehabilitation counselors to express appreciation to them for helping the company place and accommodate handicapped applicants.

To encourage supervisors to hire disabled applicants, EEO staff developed a special in-house tracking and marketing system. When a disabled person seeks employment at any of the four installations, that application receives special treatment: an employment representative determines whether the applicant is qualified for an available job before an interview is scheduled and compiles references and transcripts, to forward to the appropriate division(s), for consideration.

To further publicize applicants' skills, a one-page publication called Handicap Highlights, circulated in all four installations, lists each applicants' education, training, experience, and disability -- but not name. This system insures that applicants receive interviews for as many different job openings as appropriate.

Accommodating for Special Needs

To make the physical plant more accessible to disabled persons, the company has removed physical barriers to personnel offices, the cafeteria, the restrooms, and has provided special parking spaces.

Modifications for the company's deaf and hearing-impaired employees include: using professional interpreters during performance reviews, safety meetings and in-house training; purchasing teletypewriters which allow deaf employees to receive and make phone calls; providing sign language instruction to staff; installing signal lights in facilities where deaf employees work alone; and taking into consideration grammar problems on tests where English skills are not important.

If an individual requires special accommodations, the applicant and the supervisor discuss it at the time a job offer is made. Individual accommodations include minor changes in job procedures, the purchase of special equipment, and arranging for co-workers to help with small tasks.

Acceptance

To facilitate the integration of disabled persons into the workforce, the company provides internal publicity on the accomplishments, activities, and goals of disabled employees. The company also commends those managers who hire disabled persons. In addition, the company produced a one-hour videotape to educate supervisors and co-workers about various handicaps and to show that concerns about disabled employees' performance do not necessarily translate into reality.

PROGRESS

Co-workers accept disabled employees as equals. They are not made to feel different or abnormal because they are handicapped.

With the help of vocational rehabilitation, the company recently hired two deaf persons eligible for Targeted Jobs Tax Credit certification.

Employees have become personally involved in helping disabled colleagues shop, find lodging, and arrange transportation.

PROBLEMS

Because few disabled persons have the technical experience required by Martin Marietta Energy Systems, some special efforts to recruit persons who have these skills have been made. The EEO director finds that the lack of appropriate skills is more of a barrier to employment than the handicap itself.

HINTS FOR SUCCESS

- Involve managers from the beginning in implementing an affirmative action plan. Without managers' support the plan is doomed.
- Be prepared to deal with resistance in all phases of implementation.
- Help referring agencies clearly understand your hiring needs; this will discourage them from referring inappropriate applicants.
- Develop a working relationship with community agencies.

PRODUCTS

Two videotapes, sensitizing people to working with handicapped persons, are available for loan with special permission from the Director of Equal Employment Opportunity.

CONTACT

Joanne Gailar
Director
Equal Employment Opportunity Programs
Martin Marietta Energy Systems, Inc.
P.O. Box M
Oak Ridge, TN 37831

National Alliance of Business

Bulletin

#N-605

February 1985

JOB PATH, New York City, New York

OPERATOR Vera Institute of Justice, Inc.

SUMMARY The Job Path program enables individuals with disabilities to make the transition from sheltered environments to competitive employment using a set of strategies called supported work.

Supported work combines real work experience with a support network to enable participants who have had little or no success in the world of work to move from low stress training sites to competitive employment within one year. Working a 35-hour week and earning minimum wage, trainees learn entry-level skills or more advanced work, depending on their ability. Training consultants visit work sites at least twice a week to help supervisors provide trainees with firm but understanding supervision as well as regular evaluation and feedback. For further support, Job Path trainees receive an hour of counseling weekly and participate in peer group meetings. After job placement, trainees receive continuing services which provide ongoing support on a gradually reduced basis over the course of a year.

Job Path has assisted program graduates to become employees of banks, law firms, department stores, hotels, and other large and small businesses.

RESULTS October 1982-November 1984: 215 disabled persons enrolled; 146 employed in private sector, non-subsidized jobs.

FUNDING July 1, 1984-June 30, 1985:

$ 155,500	Job Training Partnership Act, Title IIA
470,000	New York City Department of Mental Retardation and Alcoholism Service (anticipated amount)
250,213	New York State Purchase of Service System Contract (anticipated amount)
11,565	Rehabilitation Special Project Funds
119,800	Projects With Industry Funding from Rehabilitation Service Administration (RSA)
23,905	Grant from RSA to do adaptations at worksites
32,000	Miscellaneous foundation support
$1,062,983	TOTAL

TIME SPAN 1978-present

OUTLINE

Background

In the early 1970s, the Vera Institute adapted the concept of supported work to help ex-offenders find and maintain employment. Supported work was consequently used with welfare mothers, disaffected youth, and ex-addicts. In 1976, as a result of the Willowbrook Consent Decree in New York, disabled persons could no longer be maintained in institutions if they were not a danger to themselves or others. They were required by law to be placed in the least restrictive environment where they could learn to work and care for themselves.

In early 1978, the Job Path pilot program started with 10 disabled trainees placed at the Chemical Bank and the Metropolitan Museum of Art. At the end of the eight-week training period, half of the participants were hired as regular employees. Based on this pilot project, the Vera Institute started a full-scale job training program to help disabled persons make the transition to the workplace.

Trainee Profile

Participants range in age from 17 to 57; 47 percent are black, 27 percent are white, and 26 percent are Hispanic. Of these, 30 percent are female. Almost two-thirds of the participants are mentally retarded, 24 percent are hearing-impaired, 6 percent are learning disabled, 3 percent have epilepsy, 2 percent are autistic, and 1 percent have other disabilities. In addition, 22 percent of the participants have a secondary disability. The average reading and math level is the fourth grade.

Recruitment and Assessment

The state vocational rehabilitation agency, special education teachers, and others refer participants to the program. No self-referrals are accepted. All participants must be certified disabled by the vocational rehabilitation agency, able to travel independently to and from work, capable of taking their own medications, and motivated to work with no recent history of acting out or violent behavior.

Staff

The staff consists of 17 persons: a project director, a counseling director, six training consultants, an assistant director in charge of marketing, two marketing representatives, a director of dissemination, and support and fiscal operations staff.

Intake

Participants are accepted into the program on a staggered basis. Once accepted, they are immediately assigned to a job based on their skills and abilities. Most jobs are in the service sector and include food service worker, clerks, mailroom worker, porter/maintenance worker, messenger, and housekeeper.

Training

The Job Path program is built on the following six concepts that, taken together, are known as supported work.

Real work assignments, not "make work". Job Path begins by placing its participants at a public sector training site where they learn some of the skills that are needed in food service, clerical jobs, mailrooms, porter/maintenance

work, housekeeping, messenger service, and other entry level positions. In the process they also learn good work habits and appropriate social skills, while earning the minimum wage.

Graduated expectations. Within two to four months on average, Job Path moves its participants from low stress training sites to more demanding ones. Typically, this move entails going from the public sector to the private sector.

Regular evaluation and feedback. Job Path training consultants meet regularly with supervisors to discuss participant progress and problems. Problems and progress are addressed during weekly individual sessions with the participant.

Opportunities for peer support. Participants meet weekly in group meetings to share their experiences and offer advice and support to one another.

Follow-up support services. Job Path provides support services to participants for one year after placement to help participants adjust to their new job and learn how to advance on the job.

Although training can last up to one year, participants on the average stay in the program six months.

Job Placement

Towards the end of the training period, participants become eligible for permanent job placement. They are carefully matched to prospective jobs according to their interests and skills. When ready, the participant goes on job interviews accompanied by a Job Path training consultant or marketing representative.

Business Involvement

An active business labor advisory committee (BLAC) consisting of approximately 35 individuals from the community meets quarterly to ensure that the training provided is appropriate for business needs. BLAC members are divided into three subcommittees: an employer networking subcommittee, a training subcommittee, and a placement and labor subcommittee. To enhance the participants' interviewing skills, individual BLAC members role-play job interview situations with trainees. (This frequently results in the trainee being hired by a BLAC member.) BLAC members also provide information and advice which the Job Path staff uses to design and refine the program. For example, BLAC members suggested that counselors' titles be changed to training consultants, and job developers be called marketing representatives. These changes appeal more to the business community and help staff focus more on the employer's needs.

One particular BLAC member, Thomas Collevechio, Vice President of Interstate United Corporation, has been particularly helpful. He introduced Job Path staff to regional and district food service managers in New York City. This resulted in 15 trainees being hired at Interstate United facilities. Mr. Collevechio has also arranged for Job Path marketing representatives to meet with personnel officers and senior management in serveral other large food service corporations.

PROGRESS In operating this program, Job Path has developed the capacity to provide technical assistance to organizations interested in adding a supported work component to an existing program, or in developing a free-standing supported work program.

PROBLEMS Job Path, being a relatively new concept different from many existing programs, does not fit into regular funding mechanisms. For this reason a steady source of funding has been difficult to obtain. To ensure program stability, sources of funding must be obtained.

HINTS FOR SUCCESS

- o Make the best job match possible between the participant and employer.
- o Remain aware of the employers' needs; focus on serving the employers' as well as the clients' needs.
- o Hire and maintain an enthusiastic, committed staff.

PUBLICATIONS Written materials on Job Path are available upon request from the program operator.

CONTACT

Ruth Aledort
Director of Dissemination
Job Path
22 W. 38th Street
New York, NY 10018
(212) 944-0564

National Alliance of Business

Bulletin

#N-606

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MASSACHUSETTS PROJECT WITH INDUSTRY INC., Boston, Massachusetts

OPERATOR Massachusetts Project With Industry Inc., Boston, Massachusetts

SUMMARY Massachusetts Project With Industry Inc. satisfies labor market demands for skilled employees by matching qualified disabled applicants with job openings in industry. Employers benefit by gaining access to a centralized source of skilled disabled job applicants; disabled individuals benefit by gaining access to a wider variety of job opportunities; and community-based organizations benefit by having access to a system which provides their clients with increased employment opportunities.

Local business people actively participate in the project by providing information on job openings and by hiring program participants. Participants earn an average of $11,809 per year in such fields as computer repair, sales, and secretarial work.

With support from the Electronic Industries Association, the Electronic Industries Foundation initiated the project to assist disabled persons to find employment in the electronics industry. The Massachusetts Project With Industry (MPWI) is one of seven model programs established by the Electronic Industries Foundation.

TIME SPAN 1978-present

RESULTS January 1, 1984-December 31, 1984: 116 disabled persons placed in full-time competitive employment; 83 percent still employed after 60 days.

Cost per placement: $689.00.

FUNDING July 1, 1984-June 30, 1985: $177,000 total operating budget including in-kind contributions.

$40,000 Job Training Partnership Act National Demonstration Project funds.

$54,545 U.S. Department of Education Project With Industry.

$22,500 Massachusetts Rehabilitation Commission.

$15,000 Corporate contributions.

$45,000 Donation of in-kind services and goods.

OUTLINE

Background

The U.S. Department of Labor estimates that overall employment in the computer field will double by 1990. Also, as technological advances bring the computer within reach of more businesses, it is anticipated that competition for skilled workers will intensify.

The Electronic Industries Association created the Electronic Industries Foundation (EIF) in 1975 in order to utilize the nation's talents and capabilities in electronics to the benefit of the general public and national interest. EIF received Project With Industry (PWI) and U.S. Department of Labor funding in 1977 and 1978 to set up the first EIF/PWI project. Today, EIF projects include a network of seven programs and nine local offices. Each office coordinates services to disabled applicants with rehabilitation organizations.

The Massachusetts PWI project is the first PWI to incorporate as a non-profit corporation. This status allows the project to accept private donations and establish a local identity.

Participant Profile

Approximately 50 percent of the participants are male; 45 percent have mental health problems including alcoholism, substance abuse and mental illness; 55 percent have physical disabilities including orthopedic impairments, deafness, and blindness. The participants range in age from 18 to 61, with 34 the median age.

Staff

MPWI employs five persons: an executive director, an employment specialist who coordinates the job matching process, a training specialist who matches participants to training programs, a secretary, and a clerical assistant.

Recruitment and Assessment

Any disabled adult can apply directly to MPWI for services; however, 85 percent of the participants are referred by community-based organizations, the state vocational rehabilitation agency, vocational schools, and colleges. The referring agency evaluates the job readiness of the candidate and provides a statement explaining the disability, the income, and the employment objective.

Job Matching

The MPWI staff matches qualified disabled applicants with job openings. The job openings come from electronics firms as well as other companies. Jobs range from technical and professional positions to production and clerical work.

When an applicant's qualifications match the requirements of a job opening, the MPWI staff forwards the applicant's resume to the appropriate company. A marketing call to a company personnel representative often precedes or follows the resume. If the company is interested in the applicant, the employment specialist schedules an interview. The employment specialist then follows up each interview to monitor results.

Training

MPWI arranges for applicants without marketable skills to participate in accessible training programs before they are referred to employers. For example, MPWI refers applicants to the Triangle Training Center in Malden, Massachusetts to learn electronic assembly because that facility is barrier-

free. After training, the Triangle Training Center refers applicants back to MPWI for job development and placement services.

Business Involvement

The board of directors helps to shape program content, decide on fiscal matters, and set new directions for the project. Board members represent the following companies: Hewlett-Packard, Honeywell, Digital Equipment Corporation, TRW, Analog Devices, Raytheon, Computervision, and the Bank of Boston.

A separate employment committee consisting of 15-20 personnel managers and line supervisors meet bi-monthly to advise on hiring trends and how to market the project. Individual committee members role-play job interview situations with participants and often hire them. Participation on the employment committee may precede membership on the board of directors.

The business input from both the employment committee and the board of directors provides the project with invaluable employer contacts and corporate contributions. In return, members learn about the employment needs of disabled persons and have direct access to a source of job-ready potential employees.

Marketing Survey

In December 1984, MPWI mailed out a one-page marketing survey to approximately 100 local companies to ascertain hiring needs and to inform them of the project. To date, 20 percent of the companies have responded. Others requested further information on the project.

Coordination With Referring Agencies

To avoid duplication of services, MPWI applicants remain affiliated with their referring agency. When an applicant has a job interview, MPWI contacts the agency and provides them with feedback. If the employer was dissatisfied with the applicant or did not consider him/her job-ready, MPWI refers the applicant back to the original agency for further job preparedness training. The referring agency will also continue to provide supportive services and accommodations to participants.

PROGRESS

The Electronic Industries Foundation obtained a 15-month grant from the U.S. Social Security Administration to develop a job placement service specifically designed for Social Security Disability Insurance recipients. Established Electronics Industry Foundation/Project With Industry projects in five locations will provide services under that grant. MPWI is the first site chosen to implement this demonstration project. The project is called "Independence Through Employment."

PROBLEMS

Due to the improving economy in Massachusetts, sufficient job openings exist, particularly in high technology; however, few disabled persons have the training to fill them.

Many disabled persons cannot or do not drive; they must arrange their own transportation to work, sometimes at great expense.

HINTS FOR SUCCESS

- Give the participating employers publicity. They will show their appreciation by hiring more applicants.

- Maintain the interest of the business advisory committee. Give them realistic tasks and don't expect them to perform miracles.
- Work to get applicants into accessible training programs with non-disabled persons. This will help prepare them for the work world.
- Let referral agencies know what your definition of job-ready means. Encourage them to refer only candidates who meet these criteria.

PRODUCTS AND PUBLICATIONS

Written program materials are available upon request from the program operator.

CONTACT

Martin Kennedy
Executive Director
Massachusetts Project With Industry
Room 1140
20 Park Plaza
Boston, MA
(617) 542-1799

or

Carole Dunlap
National Project Director
Electronics Industry Foundation
Suite 700
1901 Pennsylvania Avenue, N.W.
Washington, DC 20676
(202) 955-5816

National Alliance of Business

Bulletin

#N-607

February 1985

HANDICAPPED PLACEMENT PROGRAM, St. Paul, Minnesota

OPERATOR AFL/CIO Human Resources Development Institute (HRDI)

SUMMARY The Handicapped Placement Program of the AFL/CIO Human Resources Development Institute provides job development, counseling, and job placement for physically and mentally disabled workers in the St. Paul area. Funded by a Projects With Industry grant from the U.S. Department of Education and by the Minnesota AFL/CIO the program staff develops jobs, educates employers about the abilities and needs of disabled persons, counsels individual applicants, and follows up to resolve problems that arise on the job. Program participants earn an average of $5.55 per hour in occupations, such as sales clerk, clerical work, mail carrier, construction worker, and nursing home aide.

RESULTS July 1, 1983-June 30, 1984: 220 enrolled, 110 placed.
July 1, 1984-December 30, 1984: 86 enrolled, 41 placed.

FUNDING $75,000 per year, of which $60,000 comes from a U.S. Department of Education Projects With Industry (PWI) grant and $15,000 from the National AFL/CIO and the Minnesota AFL/CIO, including in-kind contributions to cover office space, furniture, and equipment.

TIME SPAN January 1980-present.

OUTLINE

Background In 1977 an AFL/CIO Executive Council resolution established HRDI's Handicapped Placement Program to provide technical assistance for unions and other labor organizations working to expand training and employment opportunities for disabled persons. Under a PWI grant from the U.S. Department of Education, HRDI established four local job placement demonstration projects -- Baltimore, Houston, St. Louis, and St. Paul. The project's aim is to educate the business community about the abilities and special needs of handicapped workers, develop jobs for the handicapped, work with local rehabilitation agencies to recruit applicants, counsel and place applicants, and follow up to resolve any problems that occur on the job.

Staff and Facilities The project staff consists of a Handicapped Placement Specialist and a clerical assistant, who operate out of loaned office space at Minnesota AFL/CIO headquarters.

Business Advisory Council

An eight-member Advisory Council, consisting of two representatives from the Minnesota Division of Vocational Rehabilitation (DVR), three from labor organizations, and three from the business community, meet quarterly to review the program's progress and advise the staff on events affecting placement. They know, for example, who's hiring, expanding, or laying off and what technological advances will require retraining in certain fields.

Recruitment

After certifying individuals as disabled, DVR staff refer all applicants to HRDI. Walk-ins to HRDI are referred back to DVR for registration. To prevent a backlog of unplaced workers in a particular field, DVR counselors always call before referring someone to ascertain whether HRDI can work with the person.

Participant Profile

HRDI accepts 15 to 18 participants per month, ranging in age from 20 to 60. Though predominantly white, participants also include blacks, Hispanics, Native Americans, and Asian/Pacific Islanders. Sixty-five percent are men, 35 percent women. Many have a history of mental disorders, such as depression, schizophrenia, and autism. Others are blind, deaf, amputees or have orthodpedic problems such as bad backs or other disabling conditions including cancer, epilepsy, and heart disease.

Intake

The HRDI staff call DVR's referrals and schedule intake interviews to determine their disabilities and employment goals and to explain how the program works. They ask applicants to bring to the interview copies of transcripts, certificates, diplomas, and letters of reference from previous employers -- or from instructors if they have been in a training course. The staff then helps them fill out applications, prepare resumes, and type and photocopy their documents. For the learning disabled, the staff also requests needed documents from schools and former employers.

Marketing

The HRDI Handicapped Placement Specialist calls and visits employers to develop job openings; watches trade journals for indications of which firms are hiring; tours local plants to check for wheel-chair ramps and other access features; and establishes contact with affirmative action officers in government and private organizations.

HRDI's marketing effort educates employers about the abilities as well as the disabilities of the handicapped; explains special needs -- people with personality disorders, for example, often need low-stress environments; and allays employer concerns about handicapped workers' safety on the job. For instance, when an employer seems reluctant to hire deaf persons in a machine shop, the Placement Specialist refers the employer to other machine-shop supervisors who have hired deaf workers and can testify that no problems have arisen.

Placement

Due to the small staff and severity of the clients' disabilities approximately half of the people referred are placed in competitive employment. To find job openings HRDI staff consults its own files of employers or calls other local organizations working with handicapped persons. HRDI staff then contact employers to set up interviews, and forward the applicant's resume, a cover letter indicating the nature of the person's disability, and any special accommodations required. Later the staff checks with the employer to find

out how the interview went, particularly to learn if anything went wrong. If they identify a problem, the staff coaches the applicant to avoid similar mistakes in future interviews.

HRDI staff also arranges for DVR to provide special services to disabled persons. These include sign language interpreters for the deaf during interviews and orientation, readers for the blind or learning disabled who must take tests, the purchase of special tools or safety shoes needed on the job, and bus cards or gas for job-search transportation. The HRDI Placement Specialist often accompanies learning disabled applicants to an interview to lend emotional support and to help in filling out applications.

Those placed earn an average of $5.55 per hour in a variety of public and private organizations, working for wholesale and retail clerks establishments, machine shops, nursing homes, food-service operations, and construction firms, mailrooms, and postal and courier services. Employers include the U.S. Postal System, Control Data Corporation, ABI (a medical supply manufacturer), Old Dutch Potato Chip Company, Tasty Bakery, General Mills, Montgomery Ward, the University of Minnesota, and McGuff Construction Company.

Follow-up

The HRDI staff calls the employer and the employee to find out whether any problems have arisen on the job. They usually call employees at home, outside of working hours, so they will feel free to talk openly. The frequency of follow-up calls depends on the individual, his or her disability, and the nature of the job. With emotionally disturbed participants, calls are made within the first week. Since July 1, 1984, when the staff began keeping formal follow-up records, the 60-day retention rate has been 85 percent.

PROGRESS

In the five years of program operation, the number of participating employers has increased 100 percent, and the number of referrals from DVR has grown from about 35 per year to over 100. In addition, since late 1982, HRDI staff have established contacts with federal agencies, thus opening a new source of placement opportunities.

PROBLEMS

The main problem has been employers who lack experience with handicapped workers and who, therefore, are reluctant to hire because they underestimate those workers' abilities and anticipate unrealistic problems. The Handicapped Placement Specialist attacks this problem with education, calling on employers with brochures and fact sheets published by the State Council on the Handicapped about various disabilities and referring employers to others who have hired disabled workers. She also arranges presentations to employers by representatives from DVR and organizations such as TAPS (Training and Placement Services), which works with persons with epilepsy.

HINTS FOR SUCCESS

- Develop contacts with representatives of agencies working with the handicapped. They are the best source of jobs and program participants.
- Be aware of any businesses that are expanding, and get to know representatives of companies relocating to your area.

- Be honest with employers about all of an applicant's disabilities. Be sure to mention any secondary problems which may be present along with other disabilities.
- Inform employers of participants' special needs. Emotionally disturbed workers, for instance, often need a low-stress environment and understanding supervisors.
- Refer only applicants who meet a company's qualifications. Unqualified applicants can sour your relationship with an employer.
- Follow up often with employers and employees to catch problems before they become serious.
- Offer to advise employers about problems with their present workers who are not program participants; you can refer them, for example, to experts in other community agencies.

PUBLICATIONS

Descriptive brochures on HRDI are available upon request from the AFL/CIO Human Resources Development Institute, 815 16th Street, N.W., Washington, DC 20006.

CONTACT

Jenny Kron
Handicapped Placement Specialist
Human Resources Development Institute
175 Aurora Avenue
St. Paul, MN 55103
(612) 292-9193

or

Larry Glantz
Coordinator
Handicapped Placement Program
Human Resources Development Institute
815 Sixteenth Street, N.W.
Washington, DC 20006
(202) 638-3912

National
Alliance of
Business

Bulletin

#N-608

February 1985

GOVERNOR'S EMPLOYMENT ALLIANCE, Tallahassee, Florida

OPERATOR Florida Alliance for Employment of the Handicapped, Inc.

SUMMARY The Florida Alliance for Employment of the Handicapped, Inc. (FAEH), coordinates job placement activities in Florida by funding 12 subcontractors to form alliances with community-based organizations. Each local alliance places hard-to-serve physically and mentally disabled persons in competitive employment and provides employers, disabled job seekers, and community organizations with a centralized placement service. Under a Job Training Partnership Act performance-based contract, the FAEH provides a $75.00 per placement incentive bonus to subcontractors who exceed their placement goals.

Business members take an active part in the program, attending meetings, where they advise on placement techniques, marketing strategies, and job-search training. Participants earn an average of $4.25 per hour in such occupations as food-service workers, gardeners, retail sales clerks, computer operators, and security guards.

RESULTS The following figures are for those persons who remained on the job for 30 days after placement:

From April 1, 1984 to September 30, 1984, FAEH contracted to place 243 disabled persons. Actual placements totalled 276, or 113 percent.

The present contract, running from October 1, 1984 to June 30, 1985, calls for the placement of 544 disabled persons. As of February 28, 1985, 230 had been placed, representing 42 percent of the goal.

FUNDING Wagner-Peyser 10 percent Governor's Discretionary Funds under the Job Training Partnership Act (JTPA): $189,000 from April 1, 1984-September 30, 1984; $353,000 from October 1, 1984-June 30, 1985. The program runs under a performance-based contract, which pays $350 for each person who remains on the job for 30 days after placement, and pays an incentive bonus of an additional $75 for each placement that exceeds goals.

TIME SPAN April 1, 1984-June 30, 1985

OUTLINE

Background

The Florida Alliance for Employment of the Handicapped began in Jacksonville in 1979 as an informal organization consisting of the Regional Director of the state division of Vocational Rehabilitation; a placement representative from the state Job Service; a placement counselor from the Division of Blind Services; a coordinator of services for the handicapped from Florida Junior College at Jacksonville; and personnel representatives from Sears, Prudential Insurance, Southeast Bank, and the Sheraton Hotel. The group's purpose was to coordinate services for employment of the handicapped in the Jacksonville area. State agencies provided mail and phone facilities for the group and private companies, like Sheraton Hotel, donated such things as space for training workshops. In the spring of 1984, the Governor's Council for Handicapped Concerns contacted the executive directors of private industry councils (PICs) in Florida metropolitan areas and invited them to form a local Governor's Employment Alliance in their communities. The Alliances were modeled on the FAEH program, with technical assistance from FAEH, Inc., and funding from JTPA Governor's Discretionary Funds. Twelve PICs accepted. When the Florida legislature abolished the Governor's Council in the summer of 1984, the state Department of Labor and Employment Security suggested that FAEH, Inc., take the place of the Council as the major contractor for the program.

In an attempt to put program participation on a competitive footing -- rather than merely issuing invitations -- FAEH, Inc., requested proposals from 24 service delivery areas in Florida to establish local Governor's Employment Alliances.

Twelve of the 14 proposals submitted were funded. Some local Alliance program operators are PICs; others are community colleges or community-based organizations (CBOs) such as Goodwill Industries or the Palm Beach Habilitation Center. Although the make-up of each local Alliance is unique, most include members from state service organizations, (such as the Job Service Office), the Division of Vocational Rehabilitation (DVR), the Division of Blind Services, the business community, and local CBOs working with the handicapped.

State-Wide Program

The state FAEH staff consists of an executive director and a clerical assistant, who provide a number of support services to local alliances. These include: a model constitution, which can be modified to suit local conditions; in-service training sessions, such as a two-day workshop on placement, determining job readiness, and creating partnerships among service organizations; a monthly newsletter that discusses administrative matters, and gives advice on such subjects as placement techniques and other program activities; on-site field visits with local coordinators, PIC staff, and alliance members to discuss progress and problems; and information sharing about common problems and their solutions through workshops, newsletters, and personal contacts.

Placement

When participants are job ready, the local Alliance coordinator calls business contacts and placement staff in member CBOs, to seek out job openings. Between April 1, 1984, and February 28, 1985, 506 handicapped workers were

placed in jobs, where they earn an average of $4.25 per hour as food service workers, as salad maker or clean-up person, gardener, florist-shop worker, security guard, retail sales clerk, clerical worker, and computer operator. Typical employers include Bendix Corporation, Paradyne Corporation (a data systems company), Morrison's Cafeteria, Sears, Prudential Insurance Company, Martin Marietta, Red Lobster, Disney World, and many local small businesses.

Benefits to Business

Benefits to business include time saved by having one contact person instead of 15 CBOs to call; Targeted Jobs Tax Credits; reimbursement for on-the-job training; reliable information -- the bad as well as the good -- about prospective employees; counseling on working with the handicapped; and help with any problems that arise on the job, whether with program participants or other employees.

Employers also benefit from a thorough assessment of participants by the local alliance coordinator in determining each applicant's readiness for a particular job. The coordinator tests for math and reading skills, dexterity, interests and aptitudes, and counsels applicants individually on such things as interview techniques, resume writing, and filling out applications. Once job ready, the applicant's are referred to the local program operator's placement representatives. If after a week of intensive assessment and counseling an applicant is still not job ready, the coordinator helps him or her to find appropriate training or remedial programs.

Local-Level Services

Alliance Activities. A good model of a local alliance is the Employment Development Council, in Clearwater Florida. The Alliance consists of 15 service organizations and CBOs that work with the handicapped and 70 local businesses, most of whom have hired program participants. The service organization, CBO representatives and business members meet monthly. These meetings give the rehabilitation specialists a chance to sit down and discuss marketing strategies with the business community. Business members offer practical advice on how to sell the program to employers; how to train clients for an interview; what to include and what to omit on a resume or application; how to talk to employers about sensitive matters like a client's psychological disability or alcoholism problem; and how to design a brochure.

Placement. The Clearwater alliance, which has a placement goal of 64 by June 30, 1985, reached their goal on January 25 -- five months early. Those placed range in age from 18 to 60; half are men and half women, including 70 percent whites and 30 percent blacks and Hispanics. Among their disabilities are loss of limbs, quadraplegia, alcoholism, bad backs, and psychiatric disorders.

Follow-Up. The Clearwater coordinator makes a follow up phone call to each participant and their respective employer, 30 days after the placement is made; follow-up for the severely disabled occurs on a weekly or daily basis, as needed.

After the pilot project ended on September 30, 1984, an independent evaluation of 30 placements selected statewide at random revealed that 26 participants (87 percent) were still employed and doing well on the job.

PROGRESS Placements exceeded goals by 113 percent during the pilot project, and FAEH, Inc., expects similar results when the current cycle ends on June 30, 1985. Another indication of progress is the increase in budget from $189,000 for the pilot, to $353,200 for the present cycle. Finally, the executive director now receives fewer frantic phone calls from local coordinators worried about lack of referrals, thus indicating that the local program operators have established smooth working relations with the area social service organizations and CBOs.

PROBLEMS Two problems that surfaced during the pilot project have now been solved. To eliminate the problem of slow payment of performance-based contracts, a calendar setting out deadlines for local alliances to submit their reports was established. To ensure that business people attend meetings, local alliances announce the dates well in advance and schedule them before or after working hours. One current problem is the uncertainty about the program's future funding -- making it difficult for local sub-contractors to hire and maintain top-notch people.

HINTS FOR SUCCESS

- Get high-level support for the program from the governor's office and the state headquarters of the social service organizations you work with. This ensures state agencies' support of local alliances.
- Be aware of the different requirements for different areas. Spanish-speaking Miami, for example, required a bi-lingual coordinator and a thorough survey to ensure that the program would not duplicate similar programs. Such steps were not necessary in Pensacola, primarily an English-speaking area, where the social service agencies and CBOs generally knew what their collegues were already doing.
- Gain the trust of placement people in social service agencies and CBOs who may suspect you are trying to take away their jobs. Make it clear to them that the alliance is meant to deal primarily with problem referrals; it exists in addition to -- not instead of -- regular placement activities.
- Schedule alliance meetings so they do not conflict with the schedules of business members.

PUBLICATIONS Descriptive brochure, sample newsletters, and a sample contract are available upon request from the program operator.

CONTACT

Carol Ann Breyer
Executive Director
Florida Alliance for Employment of the Handicapped, Inc.
2590 Executive Center Circle, East, #209
Tallahassee, FL 32301
(904) 487-2222

National
Alliance of
Business

Bulletin

#N-609

February 1985

INTERNATIONAL ASSOCIATION OF MACHINISTS AND AEROSPACE WORKERS, DISABLED WORKERS PROGRAM, Washington, DC

OPERATOR International Association of Machinists and Aerospace Workers

SUMMARY The International Association of Machinists, Disabled Workers Program (IAM/DWP) provides job development and placement services to disabled persons in skilled and semi-skilled technical jobs, primarily in the aerospace, air transport, and machine tool industries where the union is well established. To date, more than 800 disabled individuals have been placed in competitive employment, many of them benefiting from the advantages of union membership such as greater job security, above-average pay, and important fringe benefits. Participants earn an average annual salary of $15,000; compensation ranges from minimum wage to $40,000 per year. Union and non-union members are accepted into the program.

The IAM/DWP began in Seattle Washington. Based upon that initial success, IAM/DWP has expanded to 10 model program sites nationwide. Programs are located in Seattle, Washington; Wichita, Kansas; Cleveland, Ohio; Los Angeles, California; Norfolk, Virginia; Hartford/New Haven, Connecticut; Dallas/Fort Worth, Texas; Chicago, Illinois; Kansas City, Missouri; and San Francisco/Oakland, California.

An example of an operating program is IAM/DWP District Lodge 751 in Seattle. The program places approximately 40 percent of their participants at the Boeing Company, the largest Seattle employer. However, placements are also made in local companies whether or not they have a collective bargaining agreement with the International Association of Machinists and Aerospace Workers.

RESULTS From October 1983 through September 1984, 56 persons in the Seattle IAM/DWP were placed in positions ranging from clerk to marine electrician. Starting salaries ranged from $7,862 to $40,352 with $20,733 being the average annual starting salary.

FUNDING The International Association of Machinists have five grants from the Rehabilitation Services Administration of the U.S. Department of Education. These grants fund 10 locations with 13 programs. Approximately $100,000 to $110,000 is needed to operate each program. Forty percent of that amount is contributed by the IAM and their affiliated locals and district lodges as matching funds.

TIME SPAN 1980-present

OUTLINE

Background

The project was initiated by Charles E. Bradford, Director of Apprenticeship, Employment, and Training Programs at the International Association of Machinists. Bradford had been the Executive Director of the Human Resources Development Institute (HRDI) prior to taking a position with the Machinist Union and brought with him a dedication and a commitment to the handicapped.

The project also had support from members on the international and local union level; they believed that the unions' support would enable the project to be effective in job development and job placement of disabled persons. The in-plant shop steward board provides a built in "buddy system" for handicapped persons as well as a follow-up strategy for the job placement specialist.

Seattle, Washington was selected as the first site because a solid and amicable relationship between a large corporation -- the Boeing Company -- and IAM District Lodge 751 -- the bargaining representative of the Boeing shop employees --was already in place. There were also adequate community resources to supply support services to applicants, and the employment opportunities at the time seemed promising.

Trainee Profile

Sixty-five percent of the participants in the Seattle program are male and thirty-five percent are female. Clients accepted by IAM/DWP include individuals representing all major disability categories including developmental disabilities, psychiatric disorders, and the full range of physical impairments. Many of the participants are members of the Machinist Union who became disabled from industrial or non-industrial illness or accidents, while others come from other unions or sources outside the union, such as vocational rehabilitation services. However, all clients of the IAM/DWP meet the Washington State vocational rehabilitation guidelines for disability.

Program Staff

The Seattle staff consists of one full-time area coordinator who is responsible for participant intake, job development, and placement. District Lodge 751 lends support staff on an as-needed basis. A second staff person is responsible for the new Transitional Services for Handicapped Youth Program.

Location

The IAM District Lodge provides office space for the program in their District Office located in Seattle.

Referral

Participants learn about the program from a variety of referral sources including union shop stewards, the Washington State Division of Vocational Rehabilitation, Washington State Services for the Blind, disablity organizations, and word-of-mouth.

Once referred, the individual meets with the project coordinator to polish his resume and to develop a personal marketing strategy. The marketing strategy ranges from researching available jobs and specific tasks involved in each, what the specific tasks are, to learning how to discuss one's disability with an employer and request any accommodations that need to be made.

Job Development and Marketing

The area coordinator markets the program directly to employers who are encouraged to provide specific details of job openings and requirements and attends union meetings and talks directly to shop stewards regarding potential employees and new job openings. The program is also advertised at labor council conventions and in the community.

Applicants are encouraged to initiate an independent job search; they are referred to union hiring halls where the criteria for specific positions are posted and they are encouraged to call the area coordinator at least one time per week for new job leads and support.

Job Matching

Once a job lead is identified, the area coordinator contacts the individual whose background and skills most directly match the job requirements. If the individual is interested in the position, the coordinator sends that person's resume to the employer.

Once an interview occurs, the applicant informs the area coordinator of the results so that the area coordinator can contact the employer and advocate on the person's behalf if necessary. Should the employer have concerns about the person's disability limiting adequate job performance, the area coordinator calls the applicant's physician to serve as an advocate for the applicant.

Business and Community Involvement

IAM/DWP established a Business Advisory Board representing a number of private and public entities: the Boeing Company, Tenneco Company, the IAM, the Operating and Stationary Engineers, the state vocational rehabilitation agency, the local vocational technical school, and the Employment Service. It meets quarterly to provide program direction and feedback to the area coordinator. In addition, a subcommittee made up of local shop stewards, vocational rehabilitation counselors, and local equal opportunity employment officers meets six times a year to provide direct information on job market trends, employee training needs and specific advice for individual job seekers.

Follow-up

IAM/DWP follows up on all participants after the first day of work and during the first 60 days of employment. In organized shops the union shop stewards assist by providing job-related support and feedback to both the area coordinator and the disabled employee.

PROGRESS

Three of the ten IAM/DWP site locations (Seattle, Chicago, and Los Angeles) have expanded into a second project, the Transitional Services for Handicapped Youth Program. By working in tandem with IAM/DWP, this project has adopted many of IAM/DWP strategies for placement.

The goals of this project are: to prepare students for competitive employment through on-the-job training; to provide real work experience including career-oriented placements in worthwhile jobs; to establish follow-up services for both workers and employers to ensure that the placements are lasting and successful; and to identify, demonstrate, and communicate the methods found most effective to serve as a model for future programs.

HINTS FOR SUCCESS

- Time-consuming research is the foundation to a successful job search.
- Top, middle and lower level union support is necessary in order for the program to be effective, just as the support from all levels of management is necessary for successful and repeated placements.
- The job-seeking individual must be encouraged to accept responsibility for his/her own job search, no matter who is working with them.

PUBLICATIONS AND PRODUCTS

A program newsletter and marketing materials are available upon request from the program operator.

CONTACT

Guy Stubblefield
National Coordinator
International Association of Machinists
and Aerospace Workers, Disabled Workers Program
1300 Connecticut Avenue, N.W.
Washington, DC 20036
(202) 857-5173

National Alliance of Business

Bulletin

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MARRIOTT CORPORATION: USE OF THE TARGETED JOBS TAX CREDIT, Washington, DC

OPERATOR The Marriott Corporation

SUMMARY The Marriott Corporation uses the Targeted Jobs Tax Credit (TJTC) to motivate managers of its individual units to change their hiring practices in favor of handicapped and disadvantaged persons. To encourage local managers to hire TJTC-eligible applicants, Marriott credits the tax benefit directly to the individual manager's unit, and not to the corporation as a whole. This enables the manager to increase his or her individual operation's profits through use of the tax credit. Marriott has found that many of its managers have changed their attitude toward handicapped and disadvantaged persons once they hired TJTC-eligible applicants and found them to be fully productive workers.

RESULTS 15,600 TJTC-eligible workers hired by Marriott units throughout the country from September 1978 to the present.

Over $12 million net tax savings for the company since September, 1978.

TIME SPAN September 1978-present

OUTLINE

Background Marriott Corporation was founded in 1927 by J. Willard Marriott, who started a root beer stand which later grew into the chain of Hot Shoppes Restaurants. Today, the company is a three billion dollar multinational food service, lodging, and entertainment corporation employing over 100,000 people in 49 states and 25 countries.

Because TJTC employees must be issued vouchers and certified through the state employment services, only people working in the United States -- 75 percent of all Marriott employees -- are eligible for the credit.

In spite of the company's relatively large size, it is still a family business. The Marriott family has instituted a corporation-wide policy of hiring the disadvantaged, particularly the handicapped.

Workforce Marriott employees work in a variety of professions in the hotel and restaurant business. Most TJTC workers begin in service oriented, entry-level jobs -- as cooks, waiters, waitresses, assistant desk managers, housekeepers, or maintenance staff.

Although the hotel and restaurant business traditionally has a high turnover rate, all employees who want to stay with the company and advance have access to corporate training programs. Marriott has a policy of hiring from within, and every manager is expected to have worked his or her way up the corporate ladder. TJTC employees have the same training opportunities as non-TJTC employees.

TJTC Activities and Procedures

Richard Marriott, vice president of the company, heard about TJTC at a meeting of business executives just as the program was getting started and felt that Marriott would be able to make good use of it. Though Marriott's personnel department sent information about TJTC to all individual shops, restaurants, and hotels around the country, the initial reaction from managers was less than enthusiastic. As a result, the Marriott initiative was fairly unsuccessful until an in-house TJTC coordinator was hired in September 1979.

The coordinator spent six to eight months setting up a program which would effectively organize the TJTC activities of the entire Marriott Corporation. This included in-house training and coordinating with the U.S. Department of Labor.

Until October 1, 1981, TJTC vouchering could be sub-contracted by the state employment services to local employment and training agencies. As a result, not only each state but also each local jurisdiction could have a different procedure for Targeted Jobs Tax Credit vouchering and certification. Since a multistate corporation must deal with federal regulations as well as with local procedures in every jurisdiction in which it operates, Marriott found that sending out instructions on how TJTC was to be used was not effective because of the wide variation in procedures around the country.

Initially, the TJTC coordinator worked with the U.S. Department of Labor to clarify what the regulations actually said and how they were to be implemented. With this background, the coordinator acted as a liaison between the local managers and the local TJTC vouchering agencies. If a regional or local personnel director did not know how to start hiring TJTC-eligible people in his or her area, the coordinator used her contacts to find out exactly what the local procedures were and which agencies were responsible in that area.

The coordinator then set up a national TJTC referral system which provided managers with the names and the phone numbers of the people in charge of TJTC in their areas. Since Marriott company policy particularly emphasizes hiring the handicapped, the system can also provide any manager with the name and address of the local organization for the handicapped, or the name of the contact person at the local special education school.

In-House Training

Each corporate division (for example, Roy Rogers Restaurants or Bob's Big Boy Restaurants) is divided into regions which vary in size from one or two states to an entire section of the country. Each region has a regional personnel director who attends training sessions at corporate headquarters approximately every three months. Part of this training is an orientation to the Targeted Jobs Tax Credit. The coordinator explains the program, the company's commitment to it, any recent developments or procedural matters

such as how the target groups are defined, and how eligibility is determined for each target group. The regional personnel directors then train other personnel in their regions. The coordinator also spends a significant portion of her time in the field doing on-site TJTC training at various corporate locations.

Vouchering and Certification

TJTC-eligible clients must be certified and issued a voucher before an organization can claim a tax credit for hiring them. The local employment service is responsible for vouchering; although some applicants have been vouchered before the company interviews them, most have not.

If a newly hired employee is determined eligible for TJTC, Marriott sends the Employment Service a form letter to initiate the vouchering process. Since it is not uncommon for a person to start work the day after he or she is hired, it is often impossible to send the person to the Employment Service to be vouchered before he or she starts work. If the letter is postmarked prior to the person's first day of work, TJTC certification is retroactive to that date.

Within a few days of hiring, the manager makes an appointment to send the employee to the Employment Service on company time. Marriott reasons that the employee receives no benefit from a TJTC voucher, so it is only fair that he or she be paid for the two or three hours (including transportation) he/she is forced to be away from work. In many areas, Employment Service staff will come to the company if there are five to ten people to be vouchered at the same time.

When the voucher is obtained by the employee, he or she signs it and gives it to the unit manager, who then signs it and forwards it to the Employment Service for certification. The Employment Service sends the certification form to the manager, who then signs it and forwards it to corporate headquarters.

Processing the Tax Credit

Based on corporate TJTC performance, a certain dollar amount of TJTC credit is included by corporate headquarters in each local unit's budget -- for example, Unit X may be expected to generate $150-$200 of TJTC credits per month.

The payroll system for the entire company is computerized and centralized at national headquarters. When a TJTC employee is on the payroll, the computer automatically credits the unit manager's wage expenses with a certain dollar amount. The tax credit is equal to up to 50 percent of the first $6,000 an eligible employee earns during the first year of employment, and up to 25 percent of the first $6,000 in wages earned the second year. The exact amount of the credit is determined by the company's tax bracket each year: the lower the tax bracket, the higher the savings.

PROGRESS

Marriott has hired more than 15,600 TJTC-eligible people since the program's implementation. Of these individuals, approximately 40 percent are handicapped; 10 percent are Vietnam-era vererans; 20 percent are welfare recipients; and 30 percent are in the remaining TJTC-eligible groups. The unusually high percentage of handicapped workers reflects Marriott's long-standing corporate commitment to this group.

Marriott has no statistics on retention because its computer has not been programmed to track individual workers over time. However, according to the national coordinator, the Contract Food Services Division (cafeteria management, airport, and airline catering) has a particularly high rate of employee retention.

PROBLEMS

Individual managers are sometimes afraid that hiring handicapped and disadvantaged workers will lower productivity of their operations. TJTC not only compensates the manager financially, but gives the disadvantaged and handicapped employees opportunities to prove that they can be equally productive as non-TJTC employees -- or even more productive .

The initial difficulty with the Targeted Jobs Tax Credit was dealing with confusing, misunderstood, and sometimes contradictory local and national regulations. Finding out what the law was in a given state and how it was implemented in a given jurisdiction was often an extremely time-consuming and frustrating process. A staff person who works with TJTC full time, at least in the beginning, is a tremendous help in sorting out the procedures and answering questions.

Marriott is in the process of adapting its personnel system to the TJTC requirements. Because the law requires that a letter of intent to hire be sent before a person starts working, even if it is the next day, the need to process the paperwork immediately creates unnecessary difficulties for busy managers. Although retroactive vouchering was legal in the early days of TJTC, it was much abused nationally; nonetheless, the Marriott coordinator says that a 30-day grace period for vouchering would give the employers much-needed flexibility and would not result in the abuses which retroactivity caused in the past.

PROGRESS

Marriott is initiating a pilot program in collaboration with Goodwill Industries to train handicapped employees. Goodwill Industries of Washington, DC will provide a job coach to be trained by Marriott to work with handicapped employees in local Roy Rogers Restaurants.

HINTS FOR SUCCESS

- Hire an in-house TJTC coordinator if your company is large enough to justify such a position. Any company which does business in more than one state must deal with both federal and local laws. A centrally-located person is in a much better position to have an overall understanding of the problems and possible solutions than a local or regional manager.

- Make TJTC attractive to the individual managers. Marriott not only gives each local manager an incentive by returning the tax credit to the unit that generated it, but expects each unit to seek out TJTC-eligible employees by including the tax credit in its budget in advance.

CONTACT

Janet Tully
Manager, Community Employment and
Training Programs
Marriott Corporation
One Marriott Drive
Washington, DC 20058
(301) 897-1177

National Alliance of Business

Bulletin

#N3-463

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1983 NAB AWARD WINNER

TRAINING RESOURCE CENTER, Cumberland County, Maine

OPERATOR Cumberland County Training Resource Center

SUMMARY The Cumberland County Training Resource Center (TRC) merges public and private resources in a collaborative effort to identify and coordinate training and retraining for county residents. TRC staff work with local employers to determine their labor needs and design appropriate programs. The Center's programs include youth pre-employment competency, classroom training and on-the-job training. Disabled people, mainstreamed into the training, make up 10 percent of the persons served in year-round training programs and 31 percent of the participants in summer youth programs. The TRC supportive services unit provides disabled trainees with help in securing accommodations and coordination with community services.

RESULTS October 1983-June 1984: 1,076 served; 107 in the year-round program and 379 in the summer youth program were disabled. Seventy-six of the disabled trainees served in year-round programs were placed in competitive employment.

Job Training Partnership Act (JTPA), Title IIA placement is 83 percent; cost per placement: $2,821.

FUNDING October 1983-June 1984: $635,528 from Job Training Partnership Act, Title IIA; $628,950 from Job Training Partnership Act, Title IIB.

July 1984-June 30, 1985: $818,969 from Job Training Partnership Act, Title IIA; $594,609 from Job Training Partnership Act, Title IIB.

TIME SPAN 1975 to present. TRC started operations in 1975 as the Comprehensive Employment and Training Act program for Cumberland County. In October 1982, it became the Cumberland County Training Resource Center.

OUTLINE

Background In October 1982, the Cumberland County Board of Commissioners established TRC in an effort to improve the management of publicly funded employment and training programs. Anticipating reductions in federal program funding,

the Commissioners and program manager recognized the need to supplement public funds with income-producing programs. They formed a cooperative relationship among business, industry, labor, government, and education, thereby expanding job and skill training opportunities in Cumberland County. The county, which is the most populous in Maine, has both urban and rural areas. In analyzing demographic data the staff identified several problem areas: a skill shortage in urban areas, a 15 percent rural adult unemployment rate and a youth unemployment rate above 25 percent. These findings encouraged TRC staff to identify high demand occupations, determine how to use existing services, and provide training with the financial support of both the public and private sector.

ORGANIZATION

A 12-member Training Resource Board oversees the operations of TRC. It provides expertise and leadership and helps to promote job training programs. The Board has two subcommittees, each of which has a specific area of responsibility: the public relations subcommittee, comprised of local media representatives markets the programs; the training subcommittee promotes and develops recommendations for specific training programs.

The Private Industry Council (PIC) is responsible for the oversight of the job training activities. It initiates, reviews, and evaluates vocational skill training opportunities offered by TRC.

An executive director, selected by the County Commissioners, administers the operations and supervises the staff. He also serves as the liaison between the Training Resource Board and the PIC. The training needs of disabled persons are represented both on the PIC and at TRC; one of the PIC members is the Regional Manager of the State of Maine Bureau of Rehabilitation.

Recruitment, Assessment, Selection

TRC recruits program participants through advertising and nonfinancial agreements with resources such as the Maine Job Service, social service agencies, and other community agencies. Information on upcoming training opportunities is specifically mailed to organizations that serve the handicapped. These include Community Alcoholism Services, Goodwill of Maine, Maine Bureau of Rehabilitation, Maine Institute for the Blind, and Southern Maine Association for the Handicapped.

Applicant processing includes a TRC orientation, individual interviews, appropriate medical screening, and skills testing. Staff members also assist applicants with career planning. If needed, trainees may also take individualized instruction in reading, math, language, and General Education Diploma (GED) preparation before receiving advanced training.

In addition to actively recruiting handicapped individuals through outreach activities, TRC develops an individual training plan for each person, taking into consideration the handicapped person's interests and barriers to employment.

Trainee Profile

Over 95 percent of the participants are white; 63 percent female, and approximately 70 percent hold high school diplomas or GEDs. 25 percent of the year-round trainees are welfare recipients, 12 percent are ex-offenders and 10 percent are handicapped. Trainees' disabilities include impaired sight

and hearing, alchoholism, drug addiction, learning disabilities, and emotional disorders.

Training Staff and Facilities

The Center has 22 full-time staff members. The majority of its training courses are subcontracted to Southern Maine Vocational Technical Institute in South Portland. The Institute is responsible for curriculum, staff, and facilities. In addition to classroom facilities, the Center has a computerized learning laboratory.

Activities

TRC training activities include on-the-job training and job search assistance. The Center's learning laboratory program provides individual instruction in basic reading, math, language skills, and GED preparation. TRC currently offers classroom training programs for the following professions: certified nursing assistant, basic and advanced clerk, chef, account clerk, and bank teller.

Business Involvement

Businesses actively participate in the TRC program by assisting in curriculum design, serving on the training resource board and the training subcommittee, and, through the PIC, reviewing all federally funded programs.

Placement

In the last five years, the Training Resource Center has consistently rated first or second in the New England region in both placement and job retention rates. Last year, TRC placed over 83 percent its program graduates -- including 76 percent of the handicapped graduates. The high placement rate is due in part to the active participation of the board and the invovement of local businesses in curriculum development. Since staff members work directly with businesses, they know which ones need trained personnel or training services. Placement is also due to full-time employment counselors and job developers who work with trainees before, during, and after their training.

PROBLEMS

Transportation for trainees living in rural areas is a problem for everyone, and especially for disabled trainees. Even though many more jobs are available in urban areas, trainees are hesitant to relocate.

HINTS FOR SUCCESS

- Treat handicapped trainees no differently than other trainees. Each person has unique barriers to employment that must be overcome.
- Help disabled trainees recognize their abilities and teach them ways to work around their disability.
- Sensitize co-workers to trainees special needs.

PRODUCTS

Various brochures and pamphlets describing TRC programs are available from Jane Schurz, Operations Manager. Contact her at the TRC address below.

CONTACT

John Fitzsimmons
Executive Director
Cumberland County Training Resource Center
107 Elm Street
P.O. Box 8048
Portland, ME 04104
(207) 775-5891

National Alliance of Business

Bulletin

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THE STORE PROGRAM, Tacoma, Washington

OPERATOR Tacoma School District

SUMMARY The Store Program trains economically disadvantaged, handicapped youth, 16-21 years old, for unsubsidized employment in the grocery industry. This in-school program combines academics and competency based training in a 6,000 square foot facility and in a grocery store purchased by the Tacoma School District. An advisory committee comprised of grocery industry representatives, special education teachers, counselors, parents, and instructors advises the program operator on curriculum, trainees' special needs, and developments in the grocery business that affect training. Because of the special needs of the trainees, the program also includes extensive counseling.

RESULTS November 1981-present: 137 enrolled; 107 employed in private sector, unsubsidized jobs.

FUNDING September 1984-August 1985: $86,000 Job Training Partnership Act (JTPA) 8% State Education monies through the Washington State Commission for Vocational Education and $52,000 from the State of Washington, Superintendent of Public Instruction Special Services Division.

TIME SPAN November 1981-present

OUTLINE

Background In October 1983, the Tacoma Public School System obtained a $172,000 loan from the Puget Sound National Bank to purchase Peoples Market, a functioning grocery store. The Store Corporation, a non-profit corporation, runs Peoples Market for the school district. The store provides a realistic on-going training environment that reinforces and enlarges upon the basic training site activities. As students progress, they spend less time in preparatory training and more time at Peoples Market. This is the final step before the students obtain unsubsidized employment. Peoples Market returns profits it generates to the program.

Recruitment District high school teachers, counselors, parents, and friends refer students to the program. Students may also refer themselves.

Assessment A special education teacher, who serves as the program's instructor, tests students' ability to memorize codes, do simple math calculations, and read at a

fourth grade level. The instructor interviews all applicants and assesses their previous work experience.

Selection

JTPA-eligible students, who meet the assessment criteria, may enter the program.

Trainee Profile

Students are from 16 to 21 years old and economically disadvantaged; all are learning or behaviorally disabled or mildly physically handicapped.

Training Facilities

There are two facilities: The Store Program's basic training site and a full service grocery store. The basic training site is a 6,000 square foot facility located in a downtown Tacoma office building. It is equipped with 80 feet of grocery shelves, four cash registers, a time clock, and 20 learning stations, each with a table, chairs, and a file of sequenced training activities.

The Tacoma School District purchased the Peoples Market, a full-service grocery store, through a loan from Puget Sound National Bank. A six-member Board, The Store Project Corporation, oversees the operations of Peoples Market.

Staff

The Store Program's staff includes a coordinator; a grant application writer, who also writes training materials and acts as an aide; and an instructor who is a special education teacher.

Eleven experienced grocery workers manage and staff Peoples Market and train the students. The Store Program pays students for after school and weekend work beyond the normal training hours.

Curriculum

The Store Program provides each student with 300 hours of classroom and on-site training. Students are at the program site three hours per day.

Students learn all aspects of the grocery business through their sequenced learning activities, the core of classroom training. The self-paced curriculum comprises approximately 150 activities, dispensed among 20 learning stations. Trainees move from station to station, working individually or in groups until they complete each activity.

At one station, for example, trainees learn to stock shelves. The trainee takes out a file, which contains a booklet about stocking, a quiz on information in the booklet, and instructions on how to read the booklet, and takes the quiz.

Other stations require hands-on-work, such as operating a cash register. Here a trainee learns the touch system on a ten key register and checks out 25 items from various departments in one minute. When a trainee completes an activity in the allotted time, the instructor records the completion date, and the trainee moves to another activity. When an activity requires a written quiz, trainees do not move on to the next activity until they receive a passing grade.

Occasionally, trainees meet in groups for informal discussion of problems, to hear guest lecturers from the grocery industry, or to see slides and take a quiz on produce identification or a similar subject.

As trainees master a basic understanding of the grocery industry through training activities at the Store Program site, they progress into Peoples Market for on-site training.

Counseling Due to the special needs of the trainees, the instructor spends about 40 percent of her time counseling students on personal and professional problems. Some trainees need advice about coping with the details of everyday living, others must learn for example, how to get to work when the car breaks down.

Placement The instructor contacts employers for possible jobs. To foster self-sufficiency, she does not arrange interviews. Instead, she has the trainee go into the store, meet with the manager, and arrange the interview.

Follow-up The instructor keeps in touch with employers, monitors graduates' performance, and helps solve any problems that arise on the job. A record is kept of each student's progress.

Community Involvement An advisory committee comprised of grocery industry representatives, special education teachers, counselors, parents, and instructors advises the program operator on curriculum, trainees' special needs, and developments in the grocery business that affect training. The council includes representatives of Pacific Cola Bottling Company, Piggly Wiggly Stores, Safeway, West Coast Grocery Company, Jim's Tom Boy grocery, Klauser Corporation, and Dan's Ruston Market.

PROGRESS Trainees find entry-level jobs as food service clerks, produce or grocery stockers, checkers, and clean-up workers in grocery stores. They earn from $3.35 to $4.27 per hour.

PROBLEMS During economic downturns, the students are often the first to be laid off because they do not have seniority.

HINTS FOR SUCCESS

- Establish close relations with the grocery industry; grocers provide both advice and job offers.
- Be prepared to deal with the personal problems of special-needs trainees.
- Use competency based training; students learn more and in less time.

PRODUCTS None available

CONTACT

Wayne Spence
Coordinator, The Store Program
738 Broadway
Tacoma, Washington 98402
(206) 593-6819

Bibliography and Selected Reviews

Testimonials from private employers who hire the handicapped are easy to find. Unfortunately, no matter what the source of the testimonial, the list of employers is relatively short and frequently contains the same names.

In the bibliography and reviews that follow, our goal is to provide you the resources required to generate your own, expanded list of testimonials. That is, we have chosen to focus on the nuts and bolts of creating private sector placement opportunities for the disabled. Primary among the tasks that must be accomplished to develop competitive placements is marketing. For this reason, a number of the entries in the bibliography --and both of the reviews -- concentrate on this subject. However, despite its importance, marketing is only one step in an often difficult training and placement process. Thus, the remainder of the bibliography is devoted to materials which describe working programs, funding sources, technological aids, and linkage strategies -- the ingredients necessary for the development and successful operation of programs that result in private sector placements for the disabled.

AN ANNOTATED BIBLIOGRAPHY ON EMPLOYMENT AND DISABILITY

Boston Children's Hospital. Employment Survey for Adults with Developmental Disabilities. Washington, DC: National Association of Rehabilitation Facilities, in print.

Funded by a grant from the Administration on Developmental Disabilities of the Department of Health and Human Services, the Developmental Evaluation Clinic of the Boston Children's Hospital sent surveys to 1,629 agencies, organizations and facilities providing vocational services to the developmentally disabled. The responses of 512 agencies and organizations were analyzed to measure job placement success among the developmentally disabled. Included among the factors analyzed were job retention, hourly wages, estimated annual earnings, and job placement costs and benefits.

Bowe, Frank. Demography and Disability: A Chartbook for Rehabilitation. Hot Springs, AR: Arkansas Rehabilitation Research and Training Center, 1983.

Using data collected for the first time during the 1981 and 1982 Current Population Surveys, the author presents a graphical profile of the disabled population. The data show that the rehabilitation community's target population is about 50 years of age, has a high school education, is not part of the labor force, and subsists at a low level of income. These data raise questions regarding current practices in client recruitment, training and counseling and in placement, post-employment, and employer services. Potential answers to some of these questions are provided. (Available for $4.00 from the University of Arkansas, Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71902.)

_____. "Intercompany action to adapt jobs for the handicapped." Harvard Business Review 63 (January-February 1985): 166-168.

The Job Accommodation Network (JAN) is an information service that allows employers to learn what aids can be used to accommodate the needs of disabled employees. Developed by the President's Committee on Employment of the Handicapped, the JAN information system is accessible without charge through a toll-free call. Specialists who answer JAN inquiries are trained in human factors engineering and have access to a database containing actual examples of the ways employers have accommodated the needs of handicapped employees.

Bowe, Frank; and Rochlin, Jay. The Business-Rehabilitation Partnership. Hot Springs, AR: Arkansas Rehabilitation Research and Training Center, 1984.

To effectively place disabled persons in competitive employment positions, rehabilitation professionals should focus on the services they can market to businesses. These include: assessment; recruitment; advice on accommodation and compliance; retraining; supervisor awareness training; post-employment counseling; and assistance regarding the use of federal programs and benefits. This guidebook describes these services as marketing tools that can be used to benefit both

employers and the disabled population. (Available for $5.00 from the University of Arkansas, Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71902.)

Eckstein, Burton J., ed. Handicapped Funding Directory, 1984-85 Edition. Oceanside, NY: Research Grant Guides, 1984.

The name, address, and focus of hundreds of associations, foundations, corporations, and federal agencies that provide funding for and/or information about programs for the handicapped are listed in this annual directory. Included are: the name and address of the 50 state administrators of vocational rehabilitation and state directors of special education; addresses for the 50 Governors' Committees on Employment of the Handicapped; addresses for regional and local offices of federal agencies, such as the Department of Health and Human Services and the Rehabilitation Services Administration; addresses of organizations publishing handicapped information; a bibliography of directories of state and local grantmakers; addresses and brief activity statements for 30 associations and more than 600 foundations and corporations; and detailed descriptions of funding and information programs operated by federal agencies. ($18.95; write to: Research Grant Guides, P.O. Box 357, Oceanside, NY 11572.)

Galloway, Charles. Employers as Partners: A Guide to Negotiating Jobs for People with Disabilities. Rohnert Park, CA: California Institute on Human Services, Sonoma State University, 1982.

During the International Year of Disabled Persons, a partnership was formed between The Times Mirror Company, the California Department of Rehabilitation, and the California Institute on Human Services. The focus of the partnership was to facilitate the employment of persons with disabilities by creating a model marketing program to help government and community service agencies work more effectively with private sector employers. This book, resulting from the project, describes the marketing program and explains how business marketing and sales techniques can be adopted to enhance the success with which job opportunities for the disabled are developed. (Available for $6.00 from the California Institute on Human Services, Sonoma State University, 1801 E. Cotate Avenue, Rohnert Park, CA 94928.)

Gatty, Bob. "Business Finds Profit in Hiring the Disabled." Nation's Business, August 1981, pp. 30-35.

The positive hiring programs and experiences of several corporations that employ the handicapped are featured.

Geletka, James R. A Creative Partnership: Guidelines for the Development of a Project With Industry. Washington, DC: Electronic Industries Foundation, March 1982.

The steps that should be taken when planning the development of an industry outreach program for the employment of disabled individuals are outlined. Numerous sample documents and detailed discussions cover such topics as staff requirements, program data collection, marketing, public relations, training plans, and placement programs. (Copies are available for $14.50 from the Electronic Industries Foundation, 2001 "I" Street, N.W., Washington, DC 20006.)

Goodall, Patricia A.; Wehman, Paul; and Cleveland, Paula. "Job Placement for Mentally Retarded Individuals." Education and Training of the Mentally Retarded. (December 1983): 271-278.

To place mentally handicapped individuals in unsubsidized jobs in the private sector, a placement specialist must be able to correct employers' and families' false impressions and unrealistic expectations as well as to accurately assess the client's skill level. Thus, an effective placement specialist for mentally retarded individuals must be not only a competent rehabilitation professional, but also a skilled marketer. To assist placement specialists in understanding and anticipating problems that may arise during job placement, the authors outline the tasks involved in, the skills required for, and the difficulties likely to arise during each stage of the placement process. (Copies are available without charge from: Rehabilitation Research and Training Center, Virginia Commonwealth University, 1314 W. Main Street, Richmond, VA 23284-0001.)

Justl, John W., and Lewis, Frances N. Accessing Employment and Training Opportunities for Hearing-Impaired Persons in Florida. Tallahassee, FL: Florida Department of Health and Rehabilitative Services, The Deaf Services Project, 1982.

Written for employment and training providers, this manual offers an introduction to deafness and provides information about job restructuring to accommodate the deaf trainee or employee. The manual contains four chapters: Background on Deafness; Communication; Employment and Training; and Adaptive Devices. Each chapter includes a brief bibliography and appendixes include a fact sheet and information on the Registry of Intrepreters for the Deaf, the American Manual Alphabet, and using a teletypewriter. (Free from Deaf Services Project, Florida Department of Health and Rehabilitation Services, 1317 Winewood Blvd., Tallahassee, FL 32301)

Lobodinski, Jeanine; McFadden, Deborah; and Markowicz, Arlene. Marketing Your Abilities. Washington, DC: Mainstream, Inc., 1984.

Subtitled "A Guide for the Disabled Job Seeker," this publication provides guidelines for writing resumes and cover letters, preparing for job interviews, and for developing a positive attitude toward the job seeking process. (Available from Mainstream, 1200 15th Street, N.W., Washington, DC 20005 for $2.50.)

Manpower Demonstration Research Corporation. Supported Work for the Mentally Retarded: Launching the STETS Demonstration. New York, NY: Manpower Demonstration Research Corporation, June 1982.

The Supported Work/Structured Training and Employment Transitional Services (STETS) Demonstration grew out of the five-year National Supported Work Demonstration and began, in 1981, to evaluate the potential for placing large numbers of mentally retarded young adults into unsubsidized, private sector jobs. The STETS model uses a three part approach: Phase I is designed to develop work habits, skills and attitudes, and is conducted in a low stress environment consisting of on-the-job training (for up to 500 hours) as well as activities that develop acceptable personal and vocational habits; Phase II includes counseling and support services and requires participants to work at least 30 hours per week with an employer who has agreed to hire the trainee after he or she has demonstrated an

ability to perform as a regular employee; Phase III provides up to six months of post-placement services to help trainees cement working and personal relationships, but trainees become regular, unsubsidized employees of the host company. The five program sites and initial implementation activities of STETS are described in this report.

National Association of Rehabilitation Facilities. National Directory of RSA Funded PWIs 1984. Washington, DC: National Association of Rehabilitation Facilities, 1984.

Brief descriptions of 84 Projects With Industry programs operating in 33 states are provided. Project descriptions list a contact person, funding sources, referral sources, and services provided, and include information on the project design, special features, administrative structure, and advisory council and business roles. ($10 for members, $20 for nonmembers; prepaid orders should be sent to National Association of Rehabilitation Facilities, P.O. Box 17675, Washington, DC 20041.)

_____. Projects With Industry Rehabilitation-Industry Advisory Council. Washington, DC: National Association of Rehabilitation Facilities, 1983.

The advisory council, required for all Projects With Industry, provides the vehicle through which business can actively participate in the design and execution of training programs that meet industries' needs. The purpose, activities, recruitment, and structure of rehabilitation-industry advisory councils are discussed. (Available, prepaid, for $10 to members and $20 to nonmembers from the National Association of Rehabilitation Facilities, P.O. Box 17675, Washington, DC 20041.)

_____. Projects With Industry Training Manual. Washington, DC: National Association of Rehabilitation Facilities, 1981.

To enhance the adoption of a national PWI model, this guidebook discusses the legislation authorizing PWI programs, delineates the role of a national advisory council, outlines the steps involved in a national marketing campaign, and describes various types of PWI models. In addition, it discusses local program operations and funding sources, and offers legal information regarding insurance coverage, wages, and affirmative action. Listings of technical and informational resources are provided. (Available for $10 to members and $15 to nonmembers from the National Association of Rehabilitation Facilities, P.O. 17675, Washington, DC 20041.)

Pati, Gopal C.; and Adkins, John I. Jr. Managing and Employing the Handicapped: The Uptapped Potential. Lake Forest, IL: Brace-Park Press, 1981.

Directed primarily toward business people and secondarily toward rehabilitation and training professionals, this volume argues that handicapped people constitute an underutilized work force that can solve businesses' personnel and production problems. Included are: decriptions of the handicapped population and the legislation that outlines employers' responsibilities toward this population; discussions of the services available to private employers from the rehabilitation community; an outline of an effective private sector recruitment and placement system; a review of technological aids that expand the employment opportunities and performance of handicapped workers; a description of accessibility standards; and a discussion of training and development programs to sensitize managers and co-

workers. Numerous case studies of public sector, business, association, and union programs are used to highlight the success with which disabled persons can be integrated into competitive employment. Other resources include: lists of state rehabilitation agencies, disability associations, and information centers; and sample job description and job analysis forms. (Available for $17.95 from Brace Park Press, P.O. Box 526, Lake Forest, IL 60045.)

Pati, Gopal C., and Morrison, Glenn. "Enabling the Disabled." Harvard Business Review, July-August, 1982 (reprint no. 82412).

By highlighting several successful employment programs for the handicapped, the authors demonstrate that businesses can meet both their legal obligations and personnel needs while simultaneously providing opportunities to fully utilize untapped human resources. Projects With Industry programs at the Jewish Vocational Service in Chicago, Pennsylvania Power and Light in Allentown, and with the Electronic Industries Foundation are highlighted. In addtion, the corporate programs at 3M, Control Data, and Sears are featured. Suggestions regarding how employers can attract qualified disabled persons by making job accommodations and preparing precise job descriptions are provided. (Contact Harvard Business Review Reprint Service, Soldiers Field, Boston, MA 02163.)

Report from the Study Group on Marketing: An Approach to Placement. Ninth Institute on Rehabilitation Issues. By Linda Boone, Chairperson. Menomonie, WI: Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, June 1982.

Federal legislation and regulations outline the vocational rehabilitation community's responsibility for providing both placement and post-placement services. To effectively and efficiently carry out these responsibilities in an environment of declining federal support, reduced budgets and staff, and increasing private sector involvement, vocational rehabilitation agencies must systematically build and maintain links with the business community by adopting and implementing a marketing approach to placement. This report outlines the elements of a marketing strategy and analyzes the implications for vocational rehabilitation agencies of adopting this strategy. (Available for $8.00 from the Research and Training Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.)

Report from the Study Group on Projects With Industry: A Public/Private Partnership that Works. Tenth Institute on Rehabilitation Issues. By Edward H. McMillion, Chairman. Hot Springs, AR: Arkansas Rehabilitation Research and Training Center, 1983.

As a result of their cooperative structure and strong business involvement, Projects With Industry (PWI) programs are successful in placing disabled persons in competitive employment. To assist rehabilitation professionals in identifying and replicating effective employment programs for disabled persons, the Institute on Rehabilitation Issues created this resource manual which examines the PWI strategy. The history, evolution, and benefits of the PWI program are summarized and presented in the context of federal legislation promoting the placement and employment of handicapped individuals. Chapters on corporate expectations and private sector leadership examine the difference in perspectives between the

rehabilitation community and private industry, offer strategies for marketing to the private sector, and discuss the importance and role of the Business Advisory Council. Brief descriptions of 23 PWI programs summarize representative projects, services, and populations, highlight the factors necessary for success, and describe the financial and non-financial resources that can be tapped to develop and enhance employment programs for disabled persons. (Available for $6.00 from the University of Arkansas, Arkansas Rehabilitation Research and Training Center, Publications Department, P.O. Box 1358, Hot Springs, AR 71902.)

Riccio, James A., with Price, Marilyn L. A Transitional Employment Strategy for the Mentally Retarded: The Final STETS Implementation Report. New York, NY: Manpower Demonstration research Corporation, September 1984.

This report examines the operating costs, highlights preliminary impact analysis findings, and describes and assesses the implementation of the STETS (Supported Work/Structured Training and Employment Transitional Services) project at five sites. Data from the project show a demonstration-wide placement rate of 42% and an average cost of $7,553 per participant. Discussions of lessons learned from the implementation are grouped under the following headings: recruitment and referral; appropriateness of participants; work performance; sheltered versus non-sheltered approach; program time limits; Phase 2 real work settings; the importance of supportive services; and job development. Future studies will provide cost/benefit analyses and present final impact analysis findings. ($7.50, from MDRC, Three Park Avenue, New York, NY 10016.)

Robinette, Stephen. "High-Tech Help for the Disabled." Venture, February 1985, pp. 68-72.

Computer-based sensory aids can help handicapped persons compensate for their disabilities and expand their employment opportunities. This article lists manufacturers and describes devices that can assist persons who are visually and hearing impaired as well as those with motor and mental handicaps.

Tindall, Lloyd W.; Gugerty, John; and Dougherty, Barbara. JTPA Youth Competencies and Handicapped Youth. Madison, WI: Vocational Studies Center, University of Wisconsin-Madison, October 1984.

It is particularly difficult for youth programs which enroll large numbers of handicapped students to meet the Department of Labor performance standards. However, the results achieved in programs in which the goals are the attainment of PIC-approved competencies may be incorporated into the calculation of positive terminations. Therefore, by structuring programs that meet approved competencies, PICs and educational institutions can enroll large numbers of handicapped students and simultaneously satisfy performance standards. To assist PICs and educators in developing and implementing competency-based programs for handicapped youth, the authors present examples of state and local competency systems that address pre-employment and work maturity skills, basic education skills, and job specific skills. (Available without charge from the Vocational Studies Center, School of Education, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, WI 53706.)

_____. Promising Programs Which Use Job Training Partnership Act Funds for the Vocational Education, Training, and Employment of Handicapped Youth. Madison, WI: Vocational Studies Center, University of Wisconsin-Madison, June 1984.

Eighty-five programs at the federal, state and local level are described. Each description lists funding sources, the program's location and grant recipient, a contact person, and the program's focus, target populations, and significant features. Included are descriptions of Projects With Industry programs, examples of JTPA planning for handicapped youth at the state and local levels, and examples of programs operated by secondary schools, postsecondary schools, and community based organizations. Examples of linkages between vocational rehabilitation and job training at the state and local levels also are provided. (Available without charge from the Vocational Studies Center, School of Education, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, WI 53706.)

_____. Utilizing the Job Training Partnership Act Funds for the Vocational Education, Training and Employment of Special Needs Students. Madison, WI: Vocational Studies Center, University of Wisconsin-Madison, 1984.

To maximize the number of handicapped youth served by JTPA programs, special educators must actively work with PICs to plan programs and enroll participants. By providing information about the JTPA operational structure and funding sources, this paper assists special educators in the development and implementation of an advocacy role to insure that handicapped youth are served by JTPA. Included are discussions of the PIC role and the types of JTPA programs and services that can benefit handicapped youth, as well as suggestions regarding the use of 8%, and Title IIB funding. (Available without charge from the Vocational Studies Center, School of Education, University of Wisconsin-Madison, 964 Educational Sciences Building, 1025 West Johnson Street, Madison, WI 53706.)

Tindall, Lloyd W.; Gugerty, John; Getzel, Elizabeth Evans; Salin, JoAnn; Wacker, Gabrielle Banick; and Crowley, Carol B. Vocational Education Models for Linking Agencies Serving the Handicapped. Handbook on Developing Effective Linking Strategies. Madison, WI: Vocational Studies Center, University of Wisconsin-Madison, January 1982.

Legislation in recent years has mandated that disabled people be provided the opportunity to acquire vocational education and to become gainfully employed. However, a disproportionately small number of handicapped persons are involved in vocational education, work-study, and apprenticeship programs, and competitive placements are often difficult to achieve. To help overcome these problems, agencies and organizations that serve the disabled should establish and implement interagency linkage agreements. By resulting in the conservation and sharing of resources, the bridging of service gaps, and the most efficient utilization of each party's expertise, such agreements can enhance the likelihood that training and employment goals will be reached. Developed for use at the state and local levels, this handbook outlines the steps required for the effective development, implementation, monitoring and evaluation of interagency agreements and describes model state and local level agreements in Maryland, New Jersey, and Virginia. (Available for $27.00 from the Wisconsin Vocational Studies Center, University of

Wisconsin-Madison, Publications Unit, 265 Educational Sciences Building, 1025 W. Johnson Street, Madison, WI 53706.)

U.S. Department of Education. Planning and Evaluation Service. Assessment of the Projects With Industry Program, by Elizabeth R. Reisner, Becky J. Hayward, and Anne H. Hasting. Washington, DC: U.S. Government Printing Office, April 1983.

To assess the effectiveness of the Projects With Industry program, the Department of Education commissioned a study to address two questions: what are the characteristics of PWI projects; and how effective are they in meeting program goals. In particular, the study was to determine if one project type was more effective than another. To answer these questions, the study team examined documents from the 65 operating PWIs, interviewed persons familiar with PWI operations, and conducted in-depth analyses of seven PWI sites around the country. In attempting to evaluate project effectiveness, the study team addressed the following issues: the validity and utility of various measures of program performance (such as number and costs of placements); the factors most important to project performance; whether state rehabilitation agencies could operate PWIs; and whether one project structure or type could be shown to be more effective than another. The researchers found that a variety of performance measures were used and that overall effectiveness of the PWI program could be better gauged if a limited but standard set of indicators were universally adopted. In addition, six factors were found to be particularly relevant to program success: the degree of private sector linkages; the employment performance of clients; the quality of linkages with state vocational rehabilitation agencies; the ability of project staff; the reputation of the PWI operator; and the degree of business orientation of project staff. Finally, it was found that no single type of PWI project was consistently superior. The researchers concluded that PWIs are generally successful in improving the competitive employment opportunities of disabled persons and that the diversity and flexibility of PWI projects contribute to the program's overall effectiveness. Based upon these findings recommendations for improving the PWI program are provided.

U.S. Department of Education. Office of Special Education and Rehabilitative Services. Clearinghouse on the Handicapped. Directory of National Information Sources on Handicapping Conditions and Related Services. Washington, DC: U.S. Government Printing Office, August 1982.

Brief descriptions of the purpose and information services provided by approximately 350 national organizations are provided. Organizations are grouped into the following categories: Advocacy, Consumer, and Voluntary Health Organizations; Information/Data Banks/Research; Federal Government; Professional and Trade Organizations; Facilities, Schools, Clinics; Service Organizations; and International Information. Appendices list the name and address of religious and sports organizations and include a list of directories. (An update to the Directory is currently being prepared and should be available from the Government Printing Office within the next month.)

Wehman, Paul. Competitive Employment: New Horizons for Severely Disabled Individuals. Baltimore, MD: Paul H. Brookes Publishers, 1981.

Recent demonstration projects have shown that severely developmentally disabled persons can function in competitive employment and that both the employer and the disabled employee benefit in financial as well as nonfinancial terms. This volume describes the elements of model vocational programs that result in nonsheltered competitive placements for severely disabled individuals. The model presented is a general one, but its components are substantiated by the experience of the author with Project Employability, a demonstration project funded by the Virginia Department of Rehabilitation Services to develop competitive placements for moderately and severely retarded people. Topics covered include: how to assess employability; how to train for competitive employment; the factors which affect job retention; the effects of employer, co-worker, and parental perceptions of severely disabled workers; and how to develop living and personal interaction skills. Scattered throughout the text are sample forms for data collection, statistical results from Project Employability, and vignettes which highlight potential solutions to problems likely to be encountered when training and competitively placing severely disabled persons. The final chapter is devoted to case studies of six model programs: Project Employability; the University of Illinois Food Service Training Program; the Mid-Nebraska Mental Retardation Services Program; the Northern Virginia Rehabilitation Program (Project Transition); Project AMES, from the Ames, Iowa school system; and Project EARN, from Southern Illinois University. (Available for $15.95 from Paul H. Brookes Publishers, P.O. Box 10524, Baltimore, MD 21204.)

Wehman, Paul; and Kregel, John. The Supported Work Model: Toward Job Placement and Retention of Severely Handicapped Individuals. Richmond, VA: Rehabilitation Research and Training Center, Virginia Commonwealth University, October 1983.

Although increased attention has been paid in recent years to competitive employment for handicapped persons, more research must be done to identify the training and support conditions that enable severely handicapped persons to secure and retain unsubsidized employment. To begin to examine these issues, the authors discuss the advantages, disadvantages, and applicability to the needs of the handicapped of three nationally used job placement approaches: those emphasizing job seeking skills; those emphasizing selective placements; and those emphasizing post-employment services. Each of these is then compared to the supported work model, whose four components overcome many of the drawbacks of the other approaches. The authors conclude by stating that the success with which the model is implemented is dependent upon the ability of the primary service delivery vehicles to overcome their weaknesses. Strategies for solving service delivery problems in public schools, sheltered workshops, and community service agencies are provided. (Copies are available without charge from: Rehabilitation Research and Training Center, Virginia Commonwealth University, 1314 W. Main Street, Richmond, VA 23284-0001.)

SELECTED REVIEWS

Marketing ... The Key to Competitive Placements

You've got a problem. A number of disabled persons will be graduating in several months from programs your agency runs and it's your job to develop placement opportunities. Although you've lived here only a short time, you know there are at least 50 businesses in the area that might, just might, be willing to hire these graduates. You've already made personal calls on four of these firms but were not particularly pleased with the flow of the interviews and did not obtain any hiring commitments. Time is running out and you have neither the time nor the money to spend on a marketing/selling course that might help you find out what, if anything, you did "wrong."

If elements of this scenario sound familiar and you are about to enter the panic stage, we have good news for you. Your career as a super salesperson will be immeasurably helped by investing less than $25 and little time in two books we recently reviewed.

Simply stated, Employers as Partners: A Guide to Negotiating Jobs for People with Disabilities is the best marketing book of its kind that we have seen. Directed toward job placement specialists who don't automatically think of the word "marketer" as a synonym for their job titles, this brief (42 pages), idea-packed booklet will start the creative juices flowing in all but the most seasoned sales professional. Developed in 1982 through a collaborative effort between the California Department of Rehabilitation, the California Institute on Human Services at Sonoma State University, and The Times Mirror Company, Employers as Partners clearly outlines how you can use traditional marketing strategies and techniques to develop a package of services that simultaneously satisfies employers' needs for productive personnel and creates improved employment opportunities for your agency's clients.

The book's primary goal -- to describe techniques that can be used to improve the way placement specialists approach the business community -- is accomplished extremely effectively. Managing to find the high ground between apology and condescension, the authors provide thought-provoking guidelines and suggestions to help you anticipate and resolve the marketing problems associated with selling a "product" whose existence may be ignored and whose benefits are often misunderstood.

Using this no-nonsense approach, the authors devote each chapter to the real life problems likely to encountered by placement specialists during each phase of the marketing/selling process. "Prospecting for Employer Accounts" will help you to choose the companies which are most likely to be receptive to your marketing efforts. "Preparing Your Case" offers an excellent discussion of the art of negotiation, emphasizes the importance of establishing goals and fall back positions in advance, and provides useful suggestions for countering both negative and skeptical employer attitudes. "Insuring Good First Impressions" describes how seemingly inconsequential verbal and nonverbal signals can make -- or break -- your credibility. And, "Presenting Your Case: The First Encounter" takes you step by step through the preparation for and execution of your first -- or hundredth -- marketing call.

In your request for competitive placements, another volume, entitled Managing and Employing the Handicapped: The Untapped Potential, will serve as an excellent compliment to Employers as Partners. In the jargon of marketing/selling, the word "proofs" applies to the evidence used to substantiate the benefits and features of your product. Managing and Employing the Handicapped serves as a source of valuable proofs that can be easily incorporated into your marketing and sales calls. Directed toward a business audience, this volume examines all aspects of competitive employment in economic terms and builds a strong, logical case to support the thesis that handicapped people constitute an underutilized human resource of great potential value to employers. Particularly useful are the chapters on corporate and union "Programs That Work," "Recruitment and Placement," and "Rehabilitation Services and Employment." In these, you'll find excellent examples of competitive placement successes as well as useful suggestions for translating your capabilities into marketable services.

Employers as Partners: A Guide to Negotiating Jobs for People with Disabilities is available for $6.00 from: The California Institute on Human Services, Sonoma State University, 1801 E. Cotate Avenue, Rohnert Park, CA 94928. Managing and Employing the Handicapped can be purchased for $17.95 from: Brace-Park Press, P.O. Box 526, Lake Forest, IL 60045.

Background Materials

Serving Handicapped Individuals Under the Carl D. Perkins Vocational Education Law

WorkAmerica Reprint

SERVING HANDICAPPED INDIVIDUALS UNDER THE CARL D. PERKINS VOCATIONAL EDUCATION LAW

The Carl D. Perkins Vocational Education Act signed into law on October 19, 1984, places increased emphasis on using federal funds to serve students historically underserved by the vocational education system. This law reflects the continuing belief by the Congress that the most widely accepted job for the federal government in education is to promote access and equality in education.

The Carl D. Perkins Act carries out this commitment to access and equity by directing states to spend 57% of their federal vocational education funds (received under this act) on programs, activities and services for students with special education and training needs. Handicapped individuals are one of six target groups that must be served under this law. Vocational education legislation passed in 1968, adopted the use of the set aside (i.e., requiring that a portion of funds be spent for a specific use) as a policy device to ensure that federal funds will be spent on programs for students with special needs. The set aside for programs for handicapped students has been and will continue to be 10%. In other words, each state must spend 10% of its federal grant on vocational services and programs to the handicapped.

The provisions in the Act pertaining to the handicapped are designed to encourage the mainstreaming of these students in regular vocational education programs rather than in separate programs. Federal funds earmarked specifically for the handicapped may be used to pay for 50% of the supplemental or additional cost incurred in serving these students. For mainstreamed programs, excess cost is defined as supplemental or additional staff, equipment and materials, and services not provided to other individuals but required by the handicapped to enable them to participate in the program. For other programs, excess costs are those which exceed the average per pupil expenditure for regular services and activities. Previously, the entire cost of maintaining a separate program could be considered excess cost and could be supported by federal funds.

The law reflects current thinking that to the maximum extent possible, handicapped and disadvantaged students should be educated along with their non-handicapped peers. Furthermore, the law only encourages special classes, or separate schooling, for the handicapped when the nature and severity is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

There are other provisions in the Carl D. Perkins Act reflecting Congress' concern with providing handicapped students with equal access to vocational education programs and the additional services needed to assist them in succeeding in vocational education. The law requires that the State Board give the following assurances in the state vocational education plan concerning programs for the handicapped:

- equal access will be provided in recruitment, enrollment and placement activities, throughout the full range of vocational programs;

- handicapped students will be placed in the least restrictive environment; and will have their programs, as appropriate, be included as a component of the individualized education plan required by the Education of All Handicapped Children Act;

- information about eligibility requirements for enrollment into vocational education programs will be provided to students and parents of handicapped and disadvantaged children, at least one year before enrollment in vocational education programs, but not later than the ninth grade.

Furthermore, each handicapped and disadvantaged student who enrolls in a vocational program shall receive the following services:

- an assessment of interests, abilities and special needs required for the successful completion of the vocational program;

- support services necessary to meet the needs determined by the assessment and to facilitate the school to work transition, including but not limited to guidance counseling and career development.

Local vocational educators and administrators will largely be responsible for carrying out these provisions to ensure quality vocational education for students with special needs. Recognizing this responsibility, the Congress decided that 100% of the funds earmarked for the handicapped and disadvantaged in the Act must be passed through by formula to the local level for eligible programs operated by local educational agencies and post-secondary institutions. These funds total nearly one-third of each state's basic state grant, and are the only federal vocational education funds that must be distributed by formula. The complex formula for handicapped and disadvantaged students is generally determined by both the number of economically disadvantaged enrolled in a school district and the number of handicapped or disadvantaged individuals enrolled in the program.

The treatment of handicapped students in vocational education programs was an important consideration for the Congress in the development of this bill. The specificity and prescriptiveness in the Carl D. Perkins Act concerning handicapped and disadvantaged students reflect Congress' strong desire for localities to offer equal educational opportunities to these students.

Vocational educators will need to take on new responsibilities that may seem, at first, costly and burdensome. However, the requirements for serving the handicapped are also an excellent opportunity to explore the options available to best fit the individual needs of the students including (a) finding new ways to teach special needs students, (b) using community based organizations to provide services, and (c) coordinating vocational programs with those offered under the Job Training Partnership Act and the Adult Education Act.

Partnerships

McDonald's and Handicapped Workers —A Successful Partnership

More than 70 percent of McDonald's handicapped employees are apt to succeed at their jobs—a favorable comparison with the 50 percent that typically make it in other vocational rehabilitation efforts. This year, McDonald's expects to hire some 3,000 handicapped workers for permanent employment.

Another 30,000 economically disadvantaged teenagers will be hired for summer postions. Between 85 and 90 percent of the summer workers will stay on their jobs long after their summer vacations have ended.

By all accounts, these statistics make McDonald's one of the nation's largest and most successful employers of disadvantaged workers. The firm candidly states that the Targeted Jobs Tax Credit, which permits businesses hiring workers from any of several targeted groups to claim a substantial federal tax credit, offers an attractive incentive.

But that's only half the story, for the care McDonald's has taken to make its training and placement programs for these workers successful goes well beyond what is necessary to reap the financial rewards.

McJobs

As director of the Community Employment Program at Goodwill Industries in Milwaukee, Wisconsin, John Wilberding has seen just about every approach there is to finding gainful employment for the handicapped. That's why he's so delighted with Goodwill's involvement in McDonald's McJob program.

In McJob, Wilberding sees an understanding of, and commitment to, the needs of handicapped workers that few companies possess. McDonald's, he says, has fashioned a program "that encourages a high degree of success. In terms of numbers, it is our most successful employment program for these individuals. We're delighted to be a part of it."

The Milwaukee program is typical of a model the firm tested in its Chicago region in 1982, according to Pat Brophy, McDonald's special employment consultant. She heads up all the corporation's projects involving disadvantaged groups.

The idea was to design a program that taught skills geared to specific disabilities at each site. Trainees would be prepared for jobs in either food service or maintenance, and would receive one-on-one training from a job coach hired by the firm for the sole purpose of working with McJob participants.

"For example," Brophy says, "in DeKalb, Illinois, we're training the deaf and hearing impaired to work in food service. We have a hook-up with Northern Illinois University for special services, and our job coach formerly taught the hearing impaired."

The formula worked well in the test region and by 1984, McJob had been expanded to 14 of the firm's 30 regions. Brophy predicts it will be in all 30 regions by the end of this year. "We hired 300 in 1982, 500 in 1983, 900 in 1984, and our goal is 3,000 in 1985," she adds.

McJob will operate only in company-owned stores,which currently number nearly 2,000. At each site, the specifics are defined by the disability and the local social service agencies that co-sponsor the effort. These organizations recruit participants and provide them with supportive services.

"In New York, we deal with a consortium of eight agencies," Brophy says. "In Colorado, we work with the Director of Rehabilitation Services. In Milwaukee, Goodwill does all our recruiting." These organizations sometimes provide financial support to the program; in Milwaukee, Goodwill reimburses McDonald's for the job coach's salary.

"Training generally runs between two and three months, depending on the disability," adds Brophy "And we take them all. People have stopped asking me who we will take and have started asking who we won't take. If they have the desire and capability to work, we'll take them."

All this adds up to a program whose by-word is flexibility. "That is one of its beauties," says Wilberding. "These people are learning a particular skill within a strong support system. There's always the ability to look at a problem that might arise and say, 'This is where we went wrong. Now let's look at how to fix it.' You don't expect such flexibility from a big corporation.

"I don't think any business gets involved in these programs for purely altruistic reasons," he continues, "but McDonald's comes as close to that as any company we've seen."

At the same time, "It seems to me that McDonald's has recognized

a pool of good potential workers that's really been untapped. That's what's in it for them."

Brophy agrees: "We've disproven the myth about the disabled. They are some of our most productive workers.

Summer Youth Jobs

Brophy says McDonald's experience with employees hired through its massive, three-year-old summer youth employment program has been equally positive. "We've set a goal each summer to bring in heavy amounts of economically disadvantaged youth across the country," she says. "Last year, we hired 30,000" in the entire network of McDonald's stores—company-owned, franchised, and affiliated. "We hope to hire at least that many again this year."

The corporation coordinates its efforts with local job service offices, directly hires those who will work in its own stores, and provides recruiting assistance and advertising support to the roughly 6,000 franchises and affiliates in its system. The students are trained on-the-job as food service or maintenance workers.

Most of the summer hires meet federal income requirements for the Targeted Jobs Tax Credit, but many fall slightly above, Brophy says. "They're disadvantaged by our standards, and that's what we're interested in.

"We're not hiring these kids just for the tax credit. If we can get it, then that's the frosting on the cake. What we want are work-ready people who want a job. We've been very successful in the fast food business, and believe these kids deserve an opportunity."

In terms of productive workers, the firm's belief has paid off well. "We've found that these kids are just super," Brophy says. "They have a lot of qualities that people don't always expect. Their attitudes toward work are good, and they do very well.

"I think the biggest difference between us and other companies that hire disadvantaged kids for the summer is that with us, they have a job for as long as they want. We take care to offer flexible work schedules that can be arranged around their school hours, and we're a good company to work for."

With so many summer hires choosing to stay on, it is obvious that the workers agree. But the incentives to stay go beyond the promise of a weekly paycheck, she continues. "If they want, they can get into management and be making big money some day. We're a company that promotes from within, and you don't have to have a college degree to be considered."

Brophy says the firm's management programs offered at its Hamburger University are accredited and can lead to college and graduate degrees.

"We're looking for good, productive workers in this program and our rehab (McJob) program," she adds. "That is the bottom line for us. We've proven that's what we can get. So if we can be leaders and encourage other companies to follow, then our attitude is 'Let's do it.' "

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The NAB Clearinghouse offers you a fast and easy way to find out what other people are saying and doing in the employment and training areas which interest you most. Established in 1979 at the request of the U.S. Department of Labor, the NAB Clearinghouse collects, analyzes, and disseminates information about job training programs and partnerships involving employers, local and state governments, schools, organized labor, and community organizations. Ongoing research, program and reference databases, and a comprehensive library collection enable the Clearinghouse to serve the diverse information needs of employers, educators, program administrators, and employment and training professionals.

Examples of Clearinghouse **Bulletins** are included in this issue of the **NAB Clearinghouse Quarterly**. Hundreds more of these model program descriptions are available on a variety of topics, backed up by information on thousands of other innovative program ideas. Expert researchers use these program databases to help you design, implement, and evaluate programs to meet your individual needs. The NAB Clearinghouse database also contains abstracts of thousands of technical assistance materials, policy and research studies, model contracts, directories, and articles which are available to you through customized database searches performed at your request by Clearinghouse staff.

The NAB Clearinghouse also conducts the only complete survey of private industry councils and service delivery areas nationwide. Analytical reports of survey findings track Job Training Partnership Act progress and trends and let you compare your area's programs to others.

The NAB Clearinghouse is your source of authoritative, complete, up-to-date information to meet your individual needs.

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The National Alliance of Business (NAB) is an independent, non-profit corporation working in partnership with business, labor, government, education and community groups to reduce the unemployment problems of economically disadvantaged youth and adults. NAB's primary mission is to encourage private businesses to provide jobs and training for these unemployed people.

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